

**Lebanon Community School
District**

**School Board Meeting
July 9, 2026**

09 July 2026, 18:00 - 20:00, (PDT)

55 Academy St, Lebanon, OR 97355-2867, United States

Agenda

18:00 - 18:01	1 WELCOME	
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18:01 - 18:02	1.1 Call to Order	
18:02 - 18:03	1.2 Flag Salute	
18:03 - 18:13	2 PUBLIC COMMENTS	
	This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers shall identify themselves and state their name before speaking. Speakers are asked to provide their name, address and telephone number on the Speaker's Sign-in Sheet. Each speaker may address the Board for three minutes.	
18:13 - 18:18	3 BOARD RE-ORGANIZATION	
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The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, the Board provides a place for Public Comments on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The language below discusses the Public Meetings Law and public participation in such meetings.

"The Public Meetings Law is a public attendance law, not a public participation law. Under the Public Meetings Law, governing body meetings are open to the public except as otherwise provided by law. ORS 192.630 The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment.

"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public participation. Governing bodies voluntarily may allow limited public participation at their meetings."

Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act. Hardy Myers, Attorney General, March 27, 2000

2026-27 LCSD Board Meeting Schedule

Date	Time	Meeting Type	Location
August 6, 2026	6:00 PM	Regular	Lebanon Public Library
September 10, 2026	6:00 PM	Regular	Lebanon Public Library
October 8, 2026	6:00 PM	Regular	Lebanon Public Library
November 12, 2026	6:00 PM	Regular	Lebanon Public Library
December 10, 2026	6:00 PM	Regular	Lebanon Public Library
January 14, 2027	6:00 PM	Regular	Lebanon Public Library
February 11, 2027	6:00 PM	Regular	Lebanon Public Library
March 11, 2027	6:00 PM	Regular	Lebanon Public Library
April 8, 2027	6:00 PM	Regular	Lebanon Public Library
May 13, 2026	6:00 PM	Regular	Lebanon Public Library
June 10, 2027	6:00 PM	Regular	Lebanon Public Library
July 8, 2027	6:00 PM	Reorganizational	Lebanon Public Library

Lebanon Community School District #9

Resolution #26-0709 Representations and Authorizations

The Lebanon Community School District Board of Directors resolves the following for Fiscal Year 2026/27:

- A. **Bonding of the Board Chairman, Superintendent/Clerk, Deputy Clerk.** BE IT RESOLVED that the Lebanon School Board of Directors designates Property and Casualty coverage for education (PACE) to provide a Public Employee Dishonesty Coverage in a minimum amount of \$100,000 (fidelity bond) in accordance with ORS 332.525 and ORS 328.441.
- B. **Chief Administrative Officer.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Jennifer Meckley as Chief Administrative Officer.
- C. **Deputy Clerk.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Steven Prososki as Deputy Clerk.
- D. **Custodian of Funds.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Jennifer Meckley, Steven Prososki, and John Whiteacre to be the custodian of funds and further authorizes facsimile signature under ORS 328.441, ORS 328.445.
- E. **Authorization to Sign Payroll and Monthly Disbursements.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Jennifer Meckley and/or Steven Prososki to sign monthly disbursements and payroll.
- F. **Authorization to Approve and Pay Accounts Payable.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Jennifer Meckley, Steven Prososki, and/or John Whitacre to approve and pay all accounts payable and balances on district-issued credit/purchase cards within the limits of the adopted budget document.
- G. **Budget Officer.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Jennifer Meckley as the budget officer.
- H. **Official Auditors.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Pauly Rogers & Co. as the official auditor for the district's Fiscal Year 2026/27 books.
- I. **Newspapers-of-Record.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates the Albany Democrat Herald as the district newspaper-of-record.

- J. **Insurance Agent-of-Record.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Rhodes Warden Insurance as the district insurance agent-of-record.
- K. **Attorney-of-Record.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Garrett Hemann Robertson, PC as the attorney-of-record for all general education related legal services and for collective bargaining services.
- L. **Hearing Officer.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Jennifer Meckley to serve as the hearing officer in all matters pertaining to the operation of the school district and/or matters on personnel and further designates Jennifer Meckley or her designee to serve as the hearing officer on student records, including expulsion hearings.
- M. **Authorization to Participate in Federal and State Programs.** BE IT RESOLVED that Superintendent Jennifer Meckley is hereby authorized as the official district representative for IDEA, Title IA, Title IIA, Title III, Title IV, and Title V, Title VI, EBISS, Carl Perkins Grant, other various local grants, Linn/Benton Education Service District, miscellaneous state grants, and miscellaneous federal grants.
- N. **School Board Meetings.** BE IT RESOLVED that the following are the School Board meeting dates for Fiscal Year 2026/27. Regular meetings will begin at 6:00 PM.

Date	Meeting Type	Scheduled Location
August 6, 2026	Regular Meeting	Lebanon Public Library
September 10, 2026	Regular Meeting	Lebanon Public Library
October 8, 2026	Regular Meeting	Lebanon Public Library
November 12, 2026	Regular Meeting	Lebanon Public Library
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June 10, 2027	Regular Meeting	Lebanon Public Library
July 8, 2027	Reorganizational Meeting	Lebanon Public Library

- O. **Depository-of-Funds.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates FDIC Umpqua Bank, U.S. Bank, Oregon State Treasury and Local Government Investment Pool as the Depositories of Funds.

- P. **Borrowing Limit for the Custodian of Funds.** BE IT RESOLVED that the Lebanon School Board of Directors hereby allows the Custodian of Funds to borrow up to \$5,000,000. Notice is to be given to the Board prior to the loan.
- Q. **Short-term loans between funds.** BE IT RESOLVED that Steven Prososki, Deputy Clerk/Finance Director is authorized to make short-term loans between funds in order to pay district obligations.
- R. **Employees Excluded from Bargaining Units.** BE IT RESOLVED that the Lebanon School Board of Directors hereby affirms that confidential employees and all directors and administrators are excluded from the bargaining units.
- S. **Local Contract Review Board.** BE IT RESOLVED that the Lebanon School Board of Directors hereby reaffirms the Lebanon Community School District as its own Local Contract Review Board.
- T. **Alternative Education Programs.** BE IT RESOLVED that the Lebanon School Board of Directors hereby designates Lebanon High School Alternative Programs, Linn Benton Community College Alternative Program, and Community Services Consortium as alternative education programs.
- U. The following designation of the Fiscal Year 2026/27 ending fund balances and revenues for specific uses in Fiscal Year 2026/27:
1. Committed Fund Balances
 - a. The ending balance of each of the following funds is “Committed” in accordance with the purposes stated for each fund or program in the FY 2026/27 adopted budget.
 2. Restricted Fund Balances
 - a. The ending balance of all grant related special revenue funds (including food service) shall be designated as restricted for the sole uses intended by the granting authorities.
 - b. Ending fund balances in Student Activities Funds are restricted for the benefit and intent associated with each of the student body groups.
 - c. The Unemployment Insurance Fund is restricted for expenditures of unemployment claims paid by the State for former District employees.
 3. Debt Service Funds
 - a. Funds are “Restricted” for the accumulation of resources and payment of principal and interest related to associated debt offerings.

PASSED AND ADOPTED this 9th day of July, 2026.

Board Chair

Jennifer Meckley, Superintendent

Lebanon Community School District

Board of Directors & Superintendent Operating Agreement

1. Purpose and Core Commitments

The Board of Directors and the Superintendent function together as a unified governance leadership team. We publicly commit collectively and individually to a collaborative relationship built on mutual trust, transparency, and a shared focus on student achievement.

- **Trust:** Act with integrity, transparency, and positive intent.
- **Student-Centered Decisions:** Prioritize what is best for all students in the district.
- **Professionalism:** Treat each other, staff, and the community with respect even when we disagree.

2. Roles and Authority: Governance vs. Management

- **The Board Governs:** The Board acts only as a collective body and holds authority exclusively during legally convened public meetings. Its focus is on setting the district's vision, policy-making, strategic planning, and evaluation.
- **Individual Authority:** Individual board members acknowledge they have no independent authority, cannot take unilateral action, and will not make promises or give direction on behalf of the Board.
- **The Superintendent Manages:** The Board empowers and recognizes the Superintendent as the district's chief executive officer and educational leader. The Superintendent is responsible for day-to-day operations, implementing Board policy, and managing all personnel matters.
- **Personnel Oversight:** The Board's primary personnel responsibility is strictly limited to the hiring, support, and evaluation of the Superintendent.

3. Communication Protocols

- **No Surprises:** Neither the Board nor the Superintendent will surprise the other in public meetings or through the media. Emerging or sensitive issues must be discussed privately before being raised publicly.
- **Chain of Command:** Board members will strictly respect the district's chain of command. Individual board members will direct all requests for information, facts, or questions regarding operations through the Superintendent or Board Chair rather than contacting staff directly.
- **District Updates:** The Superintendent will provide regular, weekly updates to keep the full Board informed on the district's focus areas. The office of the superintendent will email the Board agenda and packet no later than the Friday before a meeting.
- **Official Spokesperson:** The Chair, Vice Chair, or another board member serves as the official spokesperson for the Board to the press and public groups unless otherwise designated.

4. Handling Concerns and Complaints

- **Referral Process:** If a board member receives a complaint or criticism from a staff member, parent, student, or community member, they will listen politely but refer the individual to the appropriate level of the established chain of command (e.g., Teacher → Principal → District Administrator).
- **Superintendent Notification:** The board member will notify the Superintendent of the contact for awareness and informational purposes.
- **No Independent Investigation:** Board members will not conduct independent investigations into student, personnel, or operational matters.

5. Agenda and Board Meeting Operations

- **Agenda Setting:** The Board Chair and Superintendent develop meeting agendas collaboratively. Board members requesting an item must fill out the [School Board Agenda Item Request Form](#) and submit it to the Chair and Superintendent at least 5 working days prior to the meeting.
- **Meeting Preparation:** Board members agree to thoroughly read all board packet materials in advance. Clarifying questions regarding specific items should ideally be submitted to the Superintendent or Chair 24 hours prior to the meeting.
- **Efficient Meetings:** Meetings are intended for decision-making and voting rather than endless or repetitive debate. Board members will make points concisely, focus strictly on agenda items, and avoid engaging in dialogue with the audience during meetings.
- **Consensus with Decisions:** Once a vote is taken, all members agree to respect the legality and finality of the Board's collective action and support the majority decision.
- **Confidentiality:** Board members will maintain absolute confidentiality regarding all matters arising from executive sessions as required by Oregon law.

6. Annual Review

Continuous Improvement: The Board and Superintendent shall review, self-assess performance against these standards, and reaffirm this Operating Agreement annually, as well as upon the seating of any new board members.

Adoption & Signatures:

Agreed and Adopted by both the Board of Directors and the Superintendent of the Lebanon Community School District.

_____ Date: _____

Board Chair

_____ Date: _____

Superintendent



School Board Agenda Item Request Form

This form ensures that all agenda items are clearly defined, properly researched, and aligned with board governance responsibilities prior to placement on a board meeting agenda. Completed forms and supporting documents should be submitted to Executive Secretary, Jessica Woody.

Requester Name	Mike Martin
Date	6/26/26
Requested Meeting Date	7/09/26
Agenda Item Title	Board's Goals for Superintendent
Type of Agenda Item	☒ Informational ☒ Discussion ☐ Action Item ☐ First Reading ☐ Second Reading ☐ Other _____
Purpose Clearly describe the need, issue, or concern.	Establish Board's Goals for The Superintendent
Desired outcome	☐ Informational - No action ☒ Board discussion ☐ Policy Development ☐ Policy Revision ☒ Formal Board Action / Vote by August Board meeting
Supporting Documents Attached	☒ Yes ☐ No
Timeline	☐ Urgent ☒ Standard ☒ Future Planning

Reviewed By and Date:

Notes/Recommendations:

Michael W. Martin

Superintendent Goals 2026-2027

July 9, 2026

It is the responsibility of the board to set goals for the superintendent annually or establish long range goals that are achieved over a period of years.

Superintendent Goals:

1. Must be reasonable
2. Must be measurable
3. May be adjusted for modifying strategy
4. Must align with the district strategic plan

District/Superintendent Strategic Plan- Board Goals must align with

1. Financial Integrity
2. Instructional Quality
3. Student Safety and Belonging
4. Effective facility management
5. Community Connections

Board considerations re: Senate Bill 141 Accountability Act

Consider the Eight Performance Metrics established by SB 141

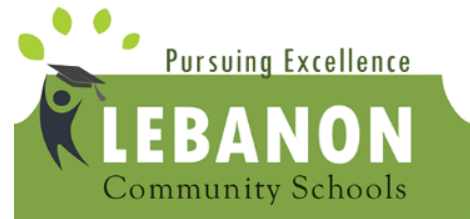
1. 3rd Grade Reading-Read to Learn
2. 8th grade math (Strongest metric for on time graduation)
3. 9th grade on track to graduate
4. On time graduations rate
5. 5 year completion GED
6. Attendance at greater than 90% of days
7. K-2 Attendance-focus on chronic attendance issues
8. **Choice of metric for local district-** Academic Achievement/Proficiency?

Possible Goals that align with strategic plan and meet other expectations listed

A. Greater than 90% attendance all schools B. Graduation rates at 91% -95%

C. Testing grade 3-5-8 reflect a move to proficiency/achievement D. Other

BOARD MEMORANDUM



To: The Honorable Chair and Members
Lebanon Community School District Board of Directors

From: Jennifer Meckley, Superintendent

Date: July 2, 2026 **Meeting Date:** July 9, 2026

Re: 2026-27 Student Board Representative Recommendations

Last month, eight outstanding students participated in interviews for the Student Board Representative positions. Each candidate brought unique strengths, perspectives, and experiences to the process, making the selection exceptionally difficult. The interview team made up of Clyde, Mike, Jessica, and myself were impressed by the quality of all applicants and the thoughtful ways each student demonstrated leadership, commitment to their peers, and a desire to serve their school community. Each candidate left a memorable impression through their individual qualities, experiences, and passion for making a positive difference.

In accordance with Board policy, up to three Student Board Representatives may be appointed. After careful consideration, the team recommends the appointment of the following students and the reasons for which they stood out:

Braden Pruett

- Strong communication skills
- Interest in board policy and governance
- Interest in district facilities and budgeting
- Vice President of the Robotics Team
- Commitment to community involvement and STEM education, specifically through Jr. Robotics outreach
- Professional and respectful demeanor
- Ability to connect with students and the community

Chloe Regalado

- Strong advocate for others and student voice
- Welcoming and approachable
- Excellent communication skills
- Active in the community, especially through the Native American Education Program
- Demonstrated leadership as DECA President
- Committed to supporting and uplifting others
- Connects well with people from diverse backgrounds and perspectives

Scarlett French

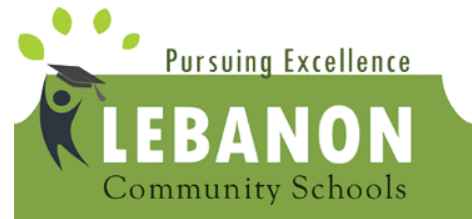
- Confident and poised leader with a positive attitude
- Demonstrates strong leadership skills through extensive involvement in ASB
- Actively serves the school community and contributes in meaningful ways
- Consistently exhibits the qualities of a collaborative team player
- Dedicated to supporting others and strengthening school culture
- Driven by a desire to make a positive impact both in school and in the broader community

I would also like to recognize all eight students who applied and participated in the interview process. Their willingness to step forward as leaders reflects the talent, character, and potential of our students, and we are grateful for their interest in serving Lebanon Community School District.

Ideas have been presented for ways to keep the five students who are not being recommended for appointment involved in the process. One suggestion is for the appointed students to lead a subcommittee that includes these students, providing them with opportunities to contribute and participate. Additional ideas and recommendations will be discussed with the high school administration in the fall.

I respectfully recommend the Board approve the appointment of the three students listed above as Student Board Representatives for the 26-27 school year.

BOARD MEMORANDUM



To: The Honorable Chair and Members
Lebanon Community School District Board of Directors

From: Jennifer Meckley, Superintendent

Date: July 2, 2026 **Meeting Date:** July 9, 2026

Re: Student Belonging Committee Year-End Update

The Student Belonging Committee (SBC) completed its inaugural year of work during the 2025-26 school year, bringing together students, families, staff, and community members to help strengthen student belonging and inclusion across Lebanon Community School District.

Over the course of four meetings, committee members engaged in meaningful discussions to identify priorities for the committee to work on and provide feedback on strategies to better support students. Through collaborative activities and presentations from district staff, the committee identified several key focus areas, including:

- Improving supports for students with disabilities
- Strengthening student mental health resources
- Building an inclusive and welcoming school climate
- Increasing engagement opportunities for underrepresented students
- Expanding student leadership opportunities

Committee members explored current practices, identified barriers, and discussed potential actions to improve student experiences throughout the district. Their perspectives have helped inform several next steps that are already underway.

As a result of the committee's work, the district is:

- Planning additional professional learning to strengthen staff understanding and support of neurodivergent students.
- Organizing student focus groups during the 2026-27 school year to gather direct feedback from students about their sense of belonging and school experiences.
- Continuing to use committee feedback to inform future planning related to student support, inclusion, and engagement.

I would like to recognize and thank Jodi Howell and Jordon Ford for their outstanding leadership and facilitation of the committee throughout the year. Their thoughtful planning, expertise, and commitment to fostering meaningful dialogue were instrumental in the success of this work.

The Student Belonging Committee will reconvene on **September 24, 2026**, to continue advancing these priorities. Additional information regarding meeting logistics and the committee's work plan will be shared with participants in August.

Thank you to all committee members for their dedication to ensuring every student feels welcomed, supported, and connected in Lebanon Community School District. Their partnership is helping move this important work forward.



July 9, 2026

Jennifer Meckley, Superintendent
Lebanon Community School District
485 South 5th Street
Lebanon, OR 97355

RE: Lebanon Community School District
Fire Alarm Panel Project
District Office
Recommendation to Award Design Build GMP Amendment 1

Dear Jennifer,

After careful review and consideration, HMK Company recommends that the Lebanon Community School District award Guaranteed Maximum Price (GMP) Amendment 1 to New Certified Systems LLC for the Fire Alarm Panel Project at Lebanon Community School District Office, in the amount of \$84,679.41.

The original Contract amount of \$15,000.00, and this GMP Amendment 1 for the above increase in scope of \$84,679.41 will bring the total Not to Exceed sum to \$99,679.41.

We are asking that the Lebanon Community School District Board take action to award the Design Build GMP Amendment 1 for the Fire Alarm Panel Project at Lebanon Community School District Office to New Certified Systems LLC for the additional Not to Exceed sum of \$84,679.41 at the meeting on July 9, 2026 for a Total Not to Exceed Contract sum of \$99,679.41.

If you have any questions, please do not hesitate to contact me to discuss.

Sincerely,
Paul Chamberlin

Paul Chamberlin
Regional Director
HMK Company

Att: GMP 1 Documents



Board Meeting Minutes

June 11, 2026, 6:00PM
55 Academy St, Lebanon, OR 97355

Present:

Nichole Piland, Chair

Melissa Baurer, Vice Chair

Lorlee Engler, Member

Mike Martin, Member

Clyde Rood, Member

Jennifer Meckley, Superintendent

William Lewis, Chief Operations Officer

Steven Prososki, Finance Director

1. WELCOME

Livestream: <https://www.youtube.com/@lcsdboardmeetingstream6568/streams>

1.1. The meeting was called to order at 6:00 PM by Board Chair, Nichole Piland.

2. PUBLIC COMMENTS

No public comments were made.

3. LEBANON SCHOOLS FOUNDATION MINI GRANT PRESENTATION

Superintendent Jennifer Meckley shares highlights from the past year showcasing staff members who received Lebanon Foundation mini grants. She began by providing a brief history of the mini grant program, explaining its purpose, how the grants are funded, and the process used to award them.

Jennifer highlights the projects and accomplishments of this year's mini grant recipients, including Ryan McWayne, Rachel Brandt, Amanda Gaskey, Michael Swindle, Erica Cooper, Luis DeLuna, Katie Carleski, Ashley da Silva, Bridget O'Malley, Susie Phillips, and Jodi Howell. She discussed the impact of their projects and how the grants have supported innovative opportunities for students and staff.

During the presentation, discussion took place regarding school gardens, determining that both Green Acres and Lacombe Schools do not have school gardens.

Jennifer also noted that staff members have the option to contribute to the mini grant program through voluntary payroll deductions. She explained that the program is partially self-funded through these employee donations, which help support future mini grant opportunities.

4. SPRING ASSESSMENT DATA & SB141 UPDATES

Jennifer provides an overview of the district's spring student achievement data. She clarified that this presentation did not include state assessment results, as those scores will be available and reviewed in early fall.

Jennifer began by emphasizing that the district's work continues to be grounded in five focus areas: Academic Achievement, Safety and Belonging, Financial Integrity, Effective Facilities, and Community Connections. She notes that this evening's presentation focuses primarily on Academic Achievement and the district's ongoing efforts to continuously improve student outcomes.

Jennifer reports that overall student achievement improved from fall to spring. In mathematics, students in grades 1–3 demonstrated particularly strong growth, with elementary students showing significant gains. Students in grades 4–5 also demonstrated strong growth, with both grade levels exceeding the national average for growth. These results indicate that students are making healthy academic progress.

At the middle school level, the results present a more mixed picture. Seventh-grade students demonstrated particularly strong growth, while sixth- and eighth-grade students showed growth that was closer to, or slightly below, the levels observed in the elementary grades.

Jennifer also shares the spring reading achievement data. Students in grades 1–3 demonstrated dramatic growth, reflecting the positive impact of the district's early literacy efforts. In grades 4–5, student growth remained above the national average.

At the middle school level, reading results remained positive overall, with students continuing to demonstrate academic growth across the grade levels.

Board members discuss the distinction between achievement and growth. Jennifer explains that achievement measures a student's current level of skill or proficiency, while growth measures the progress a student has made by comparing current performance to previous assessment results.

The Board also discusses student groups and grade levels that continue to face academic challenges, and noted that areas of concern are generally isolated to specific grade levels or classrooms rather than entire schools.

Discussion also focuses on why students in grades 6–8 are not demonstrating the same level of growth as elementary students. Jen explained that several factors contribute to the difference, including changes in instructional delivery at the middle school level, increased academic rigor, and reduced levels of support, such as fewer Title-funded resources and staff. She added that while the district's curriculum is strong, student outcomes are influenced by many factors, with the quality of instruction being a critical component.

The Board discusses ways to better prepare students for the transition from elementary to middle school. Jennifer shares that elementary schools are providing a solid academic foundation, but middle school students experience different levels of instructional support. She notes that changes to the middle school master schedule will be implemented next year, reducing students to six classes and providing additional time during Spartan Time for targeted math and English language arts support. She expressed confidence that these changes will strengthen student learning and improve outcomes.

The Board also discusses the availability of academic interventions and the challenge of finding sufficient time to provide them. It is noted that maximizing effective classroom instruction remains a priority so that fewer intensive interventions are needed while ensuring students receive targeted support when necessary.

Jennifer also presents achievement data for students in grades 9–12, as well as students enrolled in the Evergreen Virtual Academy program. She reports an overall passing rate of 93% for students in grades 9–12. The EVA program had a passing rate of 77%, which lowers the district's overall average. Jennifer notes that it is helpful to report the EVA data separately to provide a more accurate picture of student performance in the traditional high school program.

Jennifer provides an overview of Senate Bill 141, explaining that Oregon is transitioning to a shared accountability model that emphasizes both student outcomes and district progress toward state-established performance targets.

She reviews the key accountability measures, including reading and math proficiency, attendance, graduation outcomes, on-track indicators, and a district-selected local metric.

Jennifer explains that the legislation establishes a continuum of support for districts that do not meet performance targets, beginning with coaching and technical assistance and progressing to increased state oversight if needed. She also shared that districts will be required to administer approved interim assessments three times annually in grades K–8 and publicly report progress toward performance targets. Lebanon is well positioned to meet these requirements through its current use of MAP assessments.

Jennifer informs the Board that the state has not yet released final performance targets. Once additional guidance is received, the district will establish local benchmarks and strategies to meet the new accountability requirements and will continue to provide updates to the Board.

The Board discusses the implementation of Senate Bill 141 and asks how the state's support for districts would be determined. Jennifer explains that many details are still being developed and that she will seek clarification on how support will be tailored to individual districts and whether the state has the capacity to provide the required assistance.

Board members express concerns about ODE's capacity to effectively implement the new accountability system and ensure that performance measures and supports are applied fairly and equitably. It is noted that the accountability process will begin this September, with districts

first becoming eligible for coaching and support in the 2027–28 school year if they do not meet the required performance metrics.

The Board also discusses the role of the Education Service District (ESD). Jennifer shares that the ESD is learning alongside school districts as the legislation is implemented but currently has staff available to provide support. She expresses hope that the ESD's capacity to assist districts will continue to grow over time.

In closing, Jennifer recognizes and thanks teachers, administrators, support staff, students, and families for their ongoing work and support.

She notes that district data reflects encouraging growth in both reading and mathematics. While continued work remains, particularly in preparation for upcoming state accountability requirements, she emphasized that there are many reasons to celebrate the progress students are making.

5. 2026-27 BUDGET HEARING

Director of Finance, Steven Proski, explains to the Board that there are two resolutions that the district is seeking approval of, regarding the 2026-27 Budget. Mike makes a motion to approve Resolution #26-0611A Making Appropriation for the 2026-2027 Budget, and Resolution #26-0611B Imposing and Categorizing Tax, and Clyde seconded the motion. All approved with a unanimous vote, the motion passes.

6. CONSENT AGENDA

The Board reviews a couple of specific policies listed in the consent agenda:

- **Policy AC:** Melissa asks for clarification regarding the Civil Rights Coordinator role, noting that it had previously been assigned to the Director of Communications. Jennifer explains that the policy's inclusion of "or designee" provides flexibility and that she does not anticipate serving as the Civil Rights Coordinator herself, but rather designating an appropriate staff member.
- **Policy BDD:** Melissa suggests that future Board meetings be promoted through the district's social media platforms to increase community awareness.
- **Policy CEA:** Mike sought clarification regarding the committee's role, confirming that the committee serves in an advisory capacity to the Board and Superintendent. Mike also asked about the requirement that a Budget Committee member serve on the Equity Committee. It is noted that the policy footnote reflects the updated requirement.
- **Facility Use Policies (BGC):** Clyde asks whether the facility use policies would be cleaned up. Chief Operations Officer William Lewis explains that the policy will be cleaned up with old language and numbers deleted, and that the Boys and Girls Club has been eliminated and will now be apart of the club rate.
- **Sexual Harassment Policy:** Melissa asks why the policy requires immediate reporting. It is clarified that the requirement pertains to reports made by an alleged victim and does not apply to a staff member who simply becomes aware of a potential concern.
- **Policy EBB (Integrated Pest Management):** Clyde questions whether responsibility for establishing the pest management plan should rest with the Superintendent rather than the Board. William Lewis explains that state law requires Board approval of the Integrated Pest Management Plan. District staff, specifically the Facilities Director, will develop and recommend the plan, and the Board's role is to review and approve it.

Returning to the discussion on Board meeting communication, Melissa suggested that Board meeting packets be shared through the district's social media channels by posting the meeting agenda along with a link to the complete Board packet. She recommends removing policy BDDC and editing to reflect the social media posting.

Melissa then makes a motion to approve the consent agenda as presented, with the exception of BDDC, and Clyde seconds the motion. All approved with a unanimous vote, the consent agenda made up of May 14, 2026 Budget Meeting Minutes, May 14, 2026 Board Meeting Minutes, May 21, 2026 Budget Meeting Minutes, First Reading Policy Updates AC, IIA-AR(1), BDD, CEA, KG-AR(1), and KG-AR(2), and Second Reading Policy Updates CBG, EBB, GBN-JBA, JBA-GBN, BD, BDC, BDDG, CBA, DBEA, EBBA, BBAA, BBE, BBE-AR, BCB, BCE, BCF, and BD-BDA.

7. DEPARTMENT REPORTS

7.1. Operations

William Lewis highlights that the district served 239,610 breakfasts and 323,666 lunches during the 25-26 school year, exceeding the previous year's totals despite lower student enrollment, and expressed appreciation to the Nutrition Services team for their outstanding work.

William shares that preparations are underway for the Summer Meals Program and reminded the Board that parents or guardians may only pick up meals for their own students, at any of the distribution sites.

He also provides an update on the district's successful grant efforts, highlighting the receipt of multiple TAP grants as well as a new hazardous waste grant that will support work at the Waterloo property.

William recognizes the Facilities Department for constructing the new press box in-house, resulting in significant cost savings for the district. He also expresses appreciation to Weyerhaeuser for donating the framing lumber used in the project.

William acknowledged the contributions of retiring Operations Department employees Nanette Pratt, Catherine Moe, Colleen Puderbaugh, Ginger Ferguson, and Oz Martinez, thanking them for their dedicated service to the district.

In closing, Will expresses his gratitude for the opportunity to serve the LCSD community over the past seven and a half years.

A Board member asks if the donations from Weyerhaeuser can be highlighted on social media to thank them, as well as provide insight to the community regarding how the structure was funded.

A Board member also inquires about who will lead the new phone project, and William notes that Director of Technology Infrastructure, Peter Klingler will.

7.2. Fire Alarm System Upgrade Update

William also provides an update regarding the Fire Alarm project explaining the district office is next to be completed late summer early fall which will provide for extra parts that

may be needed. Also that there may be a vendor that is more cost effective than Silent Knight.

7.3. Financial

Finance Director Steven provides an update on the closeout of the 2025–26 fiscal year. He shares that the district is nearing the end of the fiscal year and that staff are focused on finalizing the ending fund balance. The final figures will be determined following year-end accounting activities and any necessary auditor adjustments.

Melissa asks when the district expects to receive confirmation regarding the anticipated \$100,000 reduction in Title funding. Steven indicates he is unsure of the exact timeline. Jennifer notes that final federal funding allocations are typically received later in the process.

8. COMMUNICATION

8.1. Board

Board members express their appreciation to Student Board Representatives Cade and Addy for their service and meaningful contributions throughout the year. They wish both students success in their future endeavors.

The Board also thanks Craig Swanson and the Lebanon High School staff for their work in planning and conducting a well-organized and successful graduation ceremony. Board members additionally express appreciation to Craig for facilitating the Board's work session.

Board Member Mike shares that he and Clyde had the opportunity to interview eight outstanding students for the Student Board Representative positions. He notes that the Board will consider the recommendation to appoint three new Student Board Representatives at its next meeting.

Board Member Melissa references the Board's ongoing discussions regarding declining enrollment and encouraged the Board to begin developing strategies to address enrollment trends. She emphasizes the importance of expanding district communications to better highlight the many outstanding programs and opportunities available to students as a way to strengthen community awareness and engagement.

Melissa also shares that she would like to work on a letter to legislators regarding the financial impact of rising unemployment costs on school districts.

Additionally, Melissa requests an update on the district's interim communications plan for the 2026–27 school year. She notes opportunities to highlight events such as graduation and other district accomplishments on social media and emphasizes the importance of continuing to tell the district's story and promote its successes within the community.

Nichole adds that it would be helpful for Board members to receive information about eighth-grade promotion ceremonies in advance so they have the opportunity to attend.

Clyde suggests exploring the creation of a Student Board Representative advisory committee to provide additional opportunities for students who apply but are not appointed to remain engaged. The committee could support the appointed Student Board Representatives and contribute to Board-related projects.

The current Student Board Representatives express support for the idea, noting the strong interest among applicants and suggesting opportunities to connect the group with existing student leadership organizations.

Board members agree the concept has merit and expressed interest in continuing the discussion at a later meeting.

8.2. Student Board

The Student Board Representatives express their gratitude for the opportunity to serve on the Board and represent the voices of students throughout the district. They share that it has been an honor to serve in the role and thanked the Board for the experience.

8.3. Superintendent

Jennifer also thanks Student Board Representatives, Addy and Cade, and is excited to hear how their future endeavors go.

For Jen's Zens, Jennifer recognizes the accomplishments of the Class of 2026, highlighting the successful graduation of 272 students from Lebanon High School and Ralston Academy, including 12 valedictorians and two salutatorians. She also noted that local organizations awarded a record \$194,436 in scholarships to graduating seniors.

She also recognizes Seven Oak Middle School's inaugural Serve Day, where all students and staff participated in service projects throughout the community, commending students for their positive representation of the district.

Additionally, she highlights the Seven Oak Middle School Art Show, which featured work from more than 100 students and celebrated their creativity, artistic growth, and achievements throughout the school year.

It is noted that this will be the final Jen's Zens of the school year, as there will be a break during the summer months.

9. PUBLIC COMMENTS

No public comments were made.

10. ADJOURNMENT at 7:08 PM.

Signed:
(Board Chair)

Date:.....

Signed:
(Superintendent)

Date:.....



Work Session Meeting Minutes

June 11, 2026, 5:00PM
55 Academy St, Lebanon, OR 97355

Present:

Nichole Piland, Chair

Melissa Baurer, Vice Chair

Lorlee Engler, Member

Mike Martin, Member

Clyde Rood, Member

Jennifer Meckley, Superintendent

Craig Swanson, LHS Principal

1. WELCOME

1.1. The meeting was called to order at 5:02 PM by Board Chair, Nichole Piland.

2. PURPOSE AND DESIRED OUTCOME

Board Chair Nichole Piland explains the group's desire to establish clear boundaries, a shared vision, and a trusted partnership. She also explains that LHS Principal Craig Swanson was asked to serve as the meeting facilitator.

3. REVIEW OF DRAFT/PROPOSED AGREEMENTS

Principal Craig Swanson references the draft Board-Superintendent Operating Agreement shared with the group.

4. CONSENSUS ON KEY PRINCIPLES

Craig reviews the comments made to the draft document, by Board members.

The Board as a whole agrees with sections 1 and 2, with no changes.

The Board reviews Section 3, including two recommended revisions: requiring the Board packet to be distributed by the Friday before the meeting and identifying the Board Chair or Vice Chair as the recommended spokesperson. The Board agrees to both additions, finding them consistent with Board policy.

Clyde expresses concerns regarding the communication protocols and chain of command outlined in Section 3, specifically the Board's ability to communicate with community members. He noted that staff are also members of the community and felt Board members should be able to engage in conversations with them.

The Board clarified that the language is intended to address investigations, requests for information, and operational matters rather than casual interactions. Board members are encouraged to remain visible, approachable, and engaged in the community, including attending events and having informal conversations. However, they should not seek information related to District operations, personnel, or other administrative matters, as those issues should be directed to the Superintendent. Lorlee emphasizes the importance of maintaining this distinction.

Mike adds that these expectations are further addressed in Section 4, which provides additional detail regarding the referral process and Superintendent notification procedures.

Following the discussion, the Board expresses satisfaction with the two revisions to Section 3 and indicated that no further changes were needed.

The Board as a whole agrees with sections 4, with no changes.

The Board reviewed Section 5 and agreed to the proposed requirement that Board members submit agenda item suggestions to the Superintendent and/or Board Chair at least five working days before a Board meeting.

Mike proposes an additional revision regarding Board voting. The statement, "the Board speaks with one unified voice," is revised to reflect that the Board reaches consensus through its decisions. The reference to the Board speaking with one unified voice is removed.

Lorlee notes that Board members should work for the good of the Board as a whole rather than based on personal opinions or individual positions.

The Board agreed to all revisions discussed in Section 5, and the changes are accepted.

The Board as a whole agrees with sections 6, with no changes.

Three final comments are addressed and documented for future reference, but removed from the overall document.

- Concerns regarding adherence of this agreement will be addressed by the Chair in consultation with the Superintendent, and an expectation of a timely resolution and, if needed, facilitated discussion.
- The principles outlined in this agreement will inform and support the Superintendent's annual evaluation and Board's self-assessment practices.
- In the event of conflict, the Board commits to addressing concerns directly, respectfully, and in a timely manner, utilizing the Board Chair or an agreed-upon facilitator when necessary.

5. SUMMARY AND NEXT STEPS

The final version of the Board-Superintendent Operating Agreement with the above changes will be presented for approval during the July Board Meeting.

6. ADJOURNMENT at 5:32 PM.

Signed:
(Board Chair)

Date:.....

Signed:
(Superintendent)

Date:.....

CODE	TITLE
FIRST READING	REQUIRED
GBA	Equal Employment Opportunity
FIRST READING	HIGHLY RECOMMENDED
BDDC	Board Meeting Agenda - <i>Delete and Adopt New Version</i>
EFA	Local Wellness Program
GBA-AR	Veteran and State Servicemember Preference
GCBDA/GDBDA-AR(1)	Family and Medical Leave *

July 2026 POLICY UPDATES – REVIEW AND RECOMMENDATIONS

Code	Title	OSBA Recommendation	DO Staff Lead(s)	Changes/DO Staff Comments	Recommended Adoption? (Yes/No)
EFA	Local Wellness Policy		Angie Gorman	A committee conducted the required triennial assessment and is recommending adding stronger language around the use of food in schools for celebrations and rewards. Recommended language is that all foods offered on school campus will meet or exceed USDA nutrition standards and Oregon Smart Snacks Standards We will communicate with families to let them know of the new expectations.	Yes
GBA	Equal Employment Opportunity	Required	Kim Grousbeck	Policy updated to reflect SB808 which amended ORS 408.225, 408.230, and 408.235, which discusses issuing preferences to veterans and disabled	Yes

				veterans during a hiring or promotion process, and defined and added state servicemembers and form state servicemembers.	
GBA-AR	Veteran and State Servicemember Preference	Required	Kim Grousbeck	Policy updated to reflect SB808 which amended ORS 408.225, 408.230, and 408.235, which discusses issuing preferences to veterans and disabled veterans during a hiring or promotion process, and defined and added state servicemembers and form state servicemembers.	Yes
GCBDA/GDBDA-AR	Family and Medical Leave	Highly Recommended	Kim Grousbeck	New language reflects changes in leave laws made over the last few years.	Yes

Lebanon Community Schools

Code: GBA
Adopted: 12/09/21
Orig. Code: GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or related medical condition² age, veterans' status³, service in a uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁴ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The district administers preference in hiring or promotion decisions in accordance with Oregon law for applicants claiming preference as a veteran, disabled veteran, state servicemember or former state servicemember.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the Americans with Disabilities Act Amendments Act (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be ~~provided~~ communicated to all students, parents of students and employees through handbooks and will be published on the district website.

The superintendent will develop other specific ~~recruiting~~ recruitment, interviewing and evaluation procedures ~~as are~~ necessary to implement this policy. These procedures will seek to provide an equal employment opportunity and eliminate the effects of past and present discrimination[, intended or unintended, on the basis of race, religion, national origin, age, sex, marital status or physical or mental disabilities.

END OF POLICY

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 ~~(as amended by House Bill 2935 (2021))~~.

² ~~This unlawful employment practice~~ Certain protections related to pregnancy, childbirth or a related medical condition ~~as described in House Bill 2341(2019)(added to ORS 659A)~~ applies to employers who employ six or more persons (ORS 659A.106 and ORS 659A.148).

³ ~~The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.~~

⁴ ~~This unlawful employment practice~~ Certain protections related to disability ~~as described in ORS 659A.112~~ applies only to employers who employ six or more persons (ORS 659A.106).

Legal Reference(s):

<u>ORS 174.100</u>	<u>ORS 659.850</u>	<u>ORS 659A.082</u>
<u>ORS 326.051</u>	<u>ORS 659A.147</u>	<u>ORS 659A.109</u>
<u>ORS 332.505</u>	<u>ORS 659A.003</u>	<u>ORS 659A.112</u>
<u>ORS 342.934</u>	<u>ORS 659A.006</u>	<u>ORS 659A.233</u>
<u>ORS 408.225-408.237</u>	<u>ORS 659A.009</u>	<u>ORS 659A.236</u>
<u>ORS 408.230</u>	<u>ORS 659A.029</u>	<u>ORS 659A.309</u>
<u>ORS 408.235</u>	<u>ORS 659A.030</u>	<u>ORS 659A.321</u>
<u>ORS 652.210 – 652.220</u>	<u>ORS 659A.040</u>	
<u>ORS 659A.409</u>	<u>OAR 839-003-0000</u>	<u>OAR 839-006-0455</u>
<u>ORS 659A.820</u>	<u>OAR 839-006-0435-0480</u>	<u>OAR 581-021-0045</u>
<u>ORS 243.317 – 243.323</u>	<u>OAR 839-006-0440</u>	
<u>OAR 581-022-2405</u>	<u>OAR 839-006-0465</u>	
<u>OAR 839-006-0450</u>		
<u>OAR 839-006-0460</u>		

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2018~~2024).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2018~~2024).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (~~2018~~2024); 29 C.F.R Part 1626 (~~2019~~2025).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2018~~2024).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2018~~2024).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (~~2018~~2024), 34 C.F.R. Part 104 (~~2019~~2025)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, ~~1701, 1703-1705, 1720~~ (~~2018~~2024);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act ~~of 1990/~~ Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213(~~2018~~2024); 29 C.F.R. Part 1630 (~~2019~~2025); 28 C.F.R. Part 35 (~~2019~~2025).

~~Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).~~

~~Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§12101-12133 (2018).~~

The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (~~2018~~2024).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C § 2000ff-1 (~~2018~~2024).

~~Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).~~

Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

~~House Bill 2935 (2021)~~

~~House Bill 3041 (2021)~~

Cross Reference(s):

AC - Nondiscrimination and Civil Rights

ACA - Americans with Disabilities Act

Lebanon Community Schools

Code: BDDC
Adopted: 2/04/10
Orig. Code: BDDDB/BDDC

Board Meeting Agenda

The Board chair and the superintendent will prepare an agenda for all regular meetings of the Board. Items of business may be suggested by any Board member, staff member, student or citizen of the district by notifying the superintendent at least five working days prior to the meeting.

Opportunities for the audience to be heard will be included in all regular Board agendas. The Board will follow the order of business set up by the agenda unless the order is altered by a consensus of the Board. Items of business not on the agenda may be discussed and acted upon if the majority of the Board agrees to consider them.

The agenda, together with supporting materials, will be distributed to Board members at least three full working days prior to the meeting. The agenda will be available to the press and to interested patrons through the superintendent's office at the same time it is available to the Board members. Copies of the agenda for the press and public will not contain any confidential information included in the Board members' packets.

A consent agenda may be used by the Board for noncontroversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A Board member may ask that any item be removed from the consent agenda. The removed item will then be placed on the regular agenda.

A copy of the agenda will be posted in appropriate district facilities prior to the meeting. Members of the public may request a copy of the agenda at the superintendent's office.

The district will ensure equally effective communications are provided to qualified persons with disabilities upon request as required by the Americans with Disabilities Act.

Appropriate auxiliary aids and services available to ensure equally effective communications with qualified persons with disabilities may include large print, Braille, audio recordings and readers. Primary consideration will be given to the requests of the disabled person in the selection of appropriate auxiliary aids and services. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternate, equally effective communications will be used.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual.

END OF POLICY

Legal Reference(s):

[ORS 192.640](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

Cross Reference(s):

BDDG - Minutes of Board Meetings

BDDH - Public Comment at Board Meetings

DELETED

OSBA Model Sample Policy

Code:
Adopted:

BDDC

Board Meeting Agenda

{¹}The Board chair will direct the preparation of an agenda for all meetings of the Board. The Board chair may seek assistance from the superintendent or another Board member. Items of business may be suggested by any Board member, staff member, student or patron of the district by notifying the Board chair or superintendent at least [five] working days prior to the meeting. The agenda will include the principal subjects anticipated to be considered at the meeting and be specific enough to permit the public to recognize the matters in which they are interested. When the agenda includes an executive session, the agenda shall identify the specific statutory citation and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization. (See Board policy BDC – Executive Sessions for additional information.)

The Board chair may direct an amendment to the agenda until it is posted, including adding or removing items. The Board may also amend the agenda during a meeting by a majority vote of the Board. This includes adding items to the agenda during the meeting.

A consent agenda may be used by the Board. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be voted on and approved at the same time. An item on the consent agenda will be removed from the consent agenda upon request of a Board member prior to the consent agenda's consideration. The item removed from the consent agenda will then be placed on the regular agenda.

The agenda, together with supporting materials, will be distributed to Board members ~~at least [three] full working days the Friday before~~ prior to the meeting. A copy of the agenda will be posted on the district website ~~and district social media~~ at least 48 hours prior to any regular meeting and 24 hours prior to any special meeting.

Copies of the agenda for the press and public will not contain any confidential information included in Board member packets.

END OF POLICY

Legal Reference(s):

[ORS 192.630](#)

[ORS 192.640](#)

[OAR 199-050-0040](#)

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

¹ {The Board is encouraged to review current practices for agenda preparation and Public Meetings Law.}

Lebanon Community Schools

Code: EFA
Adopted: 1/11/24
Orig. Code: EFA

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The Board shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The superintendent will develop administrative regulations as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the principal as the person who will be responsible for ensuring each school meets the goals outlined in this policy.

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the local wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district or school will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new

health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages, by creating food environments that support healthy nutrition choices.

Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. Age appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
2. Age appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Supper programs or others. The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab ‘n’ Go Breakfast.

The district’s available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The Nutrition Director will support nutrition and food services operation as addressed in Board policy EFAA- District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

Water

Water bottle filling stations are available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and extended school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

¹[Oregon Department of Education, Oregon Smart Snacks Standards](#)

Celebrations and Rewards

All foods offered on the school campus ~~will meet or exceed~~ ~~are encouraged to meet~~ the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
2. Displays, such as on vending machine exteriors;
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.

Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.

4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;
5. Advertisements in school publications or school mailings;
6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Physical Activity and Physical Education

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards in order to meet the ODE's physical education content standards. Students in kindergarten through grade 5 shall participate for at least 150 minutes during each school week, and students in grades 6 through 8 for at least an average of 150 minutes during each school week, as calculated over the duration of a school year.

In order to insure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
2. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills, and confidence to become physically literate;
4. All physical education classes will be taught by licensed physical education teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC); and
5. A Daily recess period(s) will be provided that will not be used as a punishment or a reward.

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will work with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employee's needs and interests;

2. Safe, supportive social and physical environments including organizational expectations about healthy behavior and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include, but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. “Employees” are not limited to instructional staff (i.e., teachers and instructional assistants) but include all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district, (i.e., employee wellness committee);
2. District personnel who implement health programs for students (e.g. school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g. Board members, superintendents, human resource administrators, fiscal services administrators and principals).

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

Legal Reference(s):

[ORS 329](#).496

[ORS 332](#).107

[ORS 336](#).423

SB 4 (2017)

[OAR 581](#)-051-0100

[OAR 581](#)-051-0305

[OAR 581](#)-051-0306

[OAR 581](#)-051-0310

[OAR 581](#)-051-0400

National School Lunch Program, 7 C.F.R. Part 210 (2006).

School Breakfast Program, 7 C.F.R. Part 220 (2006).

Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296 Section 204.

Cross Reference(s):

EFAA - District Nutrition and Food Services

EFD - Food Preparation

Lebanon Community Schools

Code: GBA-AR
Adopted: 8/11/22

Veteran's and State Servicemember Preference

Oregon's ~~Veterans' Preference Law~~ requires the district to grant a preference to qualified and eligible veterans, ~~and~~ disabled veterans, state servicemembers and former state servicemembers at each stage ~~in~~ during the hiring ~~and or~~ promotion process ~~who can claim a preference~~. To be **qualified** for ~~veterans'~~ preference, ~~an veteran or disabled veteran applicant~~ must meet the minimum **qualifications** and any other special qualifications required for the position sought. To be **eligible** for ~~veterans'~~ preference¹ ~~an veteran or disabled veteran applicant~~ must provide certification they are a veteran, ~~or~~ disabled veteran, state servicemember or former state servicemember as defined by Oregon law².

The district is not obligated to hire or promote a qualified and eligible veteran, ~~or~~ disabled veteran, state servicemember, or former state servicemember. The district is obligated to interview all minimally qualified veterans or disabled veterans, and **is also obligated** to hire or promote a qualified or eligible veteran, ~~or~~ disabled veteran, state servicemember or former state servicemember if he or she is equal to or better than the top candidate after the ~~veterans'~~ preference has been applied.

~~A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position.³ The district shall provide the reasons for not selecting the candidate when requested.~~

Recruitment Procedures

All job postings or announcements will include a concise list of minimum **qualifications** and any special qualifications required for the position. Job postings will include a statement that the district's policy is to provide ~~veterans and disabled veterans with a~~ preference as required by **Oregon** law and the job posting

¹ See Oregon Revised Statute (ORS) 408.235.

² See Oregon Revised Statute (ORS) 408.2325 for definitions of veteran, disabled veteran, state servicemember, and former state servicemember.

³ ~~See Oregon Revised Statute (ORS) 408.225 and OAR 839-006-0440 for definitions of veteran and disabled veteran.~~

will require applicants to provide certification⁴ of eligibility for preference, in addition to other requested materials.⁵

Selection Procedures⁶

- Step 1: Before the review of any applications the human resource director will establish an evaluation scoring guide based on the minimum **qualifications** and any special qualifications listed in the job posting.
- Step 2: The supervisor will review the application materials using the above evaluation scoring guide to determine which applicants meet the minimum and any special qualifications listed in the job posting. In assessing the applicant materials of a veteran or disabled veteran the ~~human resource director~~ supervisor shall evaluate whether the skill experience obtained in ~~the military service~~ are transferable **skills** to the posted position. In this step the district **does not** apply a veterans' preference. Any applicants that do not meet the minimum and any special qualifications shall be removed from the applicant pool.
- Step 3: Based on Step 2, the supervisor determines who will be interviewed. All qualified and eligible veterans or disabled veterans shall be given an opportunity to interview.
- Step 4: Interview questions and scoring sheets will be developed and each scoring sheet must be completed after each interview by the interviewers.
- Step 5: Following completion of the interviews, the ~~human resource director~~ supervisor shall complete the selection matrix and score the applicants based on the scoring sheets completed during interviews. ~~Veterans' p~~**Preference** shall be applied by adding 5 percentage points to an eligible veteran, ~~state servicemember or former state servicemember~~ and 10 percentage points to an eligible disabled veteran.
- Step 6: ~~The [human resource director] makes the offer to the applicant with the highest final score. The district is not obligated to hire or promote a qualified and eligible veteran or disabled veteran.~~

⁴ ~~See Verification of Veteran's Preference (OAR 839-006-0465).~~ An applicant claiming veteran's or disabled veteran's preference will submit a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215) or a certification that the veteran is expected to be discharged or released from active duty under honorable conditions not later than 120 days after the submission of the certification. A disabled veteran may also submit a copy of their letter from the U.S. Department of Veterans Affairs, unless the information is included in the DD Form 214/215 or a certification that the veteran is expected to be medically separated from active duty under honorable conditions not later than 120 days after the submission of the certification. . (OAR 839-006-0465) An applicant claiming to be a former state servicemember must meet the definition of "former state servicemember." An applicant is treated as a former state servicemember if they meet the definition, except for the requirement that the applicant was discharged or released under honorable conditions and submits certification that the individual is expected to be discharged or released from Oregon National Guard under honorable conditions no later than 120 days after the submission of the certification. (ORS 408.235)

⁵~~Verification of Veteran's Preference~~

~~A veteran will submit: (a) a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215); or (b) proof of receiving a nonservice-connected pension from the U.S. Department of Veterans Affairs. A disabled veteran will submit a copy of their letter from the Department of Veterans Affairs verifying disabled veteran status.~~

⁶~~If the district chooses not to use a scored system the law requires that the district give special consideration in the district's hiring decision to veterans and disabled veterans and the district will need to be able to demonstrate the method used for providing special consideration." ORS 408.230(2)(c).~~

~~The district is obligated to hire or promote a qualified or eligible veteran or disabled veteran if they are equal or better than the top candidate after the veterans' preference has been applied.~~
The district will appoint an otherwise qualified applicant claiming preference to the position if the applicant's results of their application examination, when combined with the preference, are equal to or better than the results for the top candidate.

The district may base a decision not to appoint the applicant claiming preference solely on the applicant's merits or qualifications with respect to the position.

In the event the district chooses not to appoint an applicant covered by this administrative regulation, the district shall provide the reasons it chose not to appoint the applicant for the position upon a written request from the applicant.

~~A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position. The district shall provide the reasons for not selecting the candidate when requested.~~

Filing a Complaint

A veteran, ~~or~~ disabled veteran, ~~state servicemember or former state servicemember~~ is encouraged to contact the human resource office if ~~they have there are~~ any concerns or questions concerning the application of or the process used for ~~veterans'~~ preference.

An ~~veteran or disabled veteran~~ applicant claiming to be aggrieved by a violation of Board policy GBA - Equal Employment Opportunity or this administrative regulation, may file a written complaint with the Civil Rights Division of the Bureau of Labor and Industries (BOLI) in accordance with Oregon Revised Statute (ORS) 659A.820.

Lebanon Community Schools

Code: GCBDA/GDBDA-AR(1)
Adopted: 12/13/25
Orig. Code: GCBDA/GDBDA-AR(1)

Family and Medical Leave

Employee Eligibility

FMLA benefits are available to employees who have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and work at a worksite that employs 50 district employees within 75 miles of the worksite.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year. ~~In such instances, the employee may not need to requalify as an eligible employee.~~

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days¹ immediately prior to the first day of the start of the requested leave.² ~~In determining if an employee has been employed for the preceding 180 calendar days under OFLA, the district must consider days, paid or unpaid, an employee is maintained on payroll.~~

~~In determining average workweek, under FMLA and OFLA, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.~~

An employee is eligible to take leave for any purposes of OFLA during a period of time covered by a public health emergency except:

1. An employee who has worked for the district for fewer than 30 days immediately before the date on which the family leave would commence; or
2. An employee who has worked for the district for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence.

~~An employee of the district is eligible to take leave for purposes of OFLA if the employee:~~

- ~~1. Separates from employment with the district, irrespective of any reason:
 - a. Is eligible to take leave OFLA at the time the employee separates; and
 - b. Is reemployed by the district within 180 days of separation from employment; or~~

¹ ~~Thirty days during a declared public health emergency.~~

² The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options, employee leave at least as generous as the leave required by OFLA.

~~2. — Is eligible to take OFLA leave:~~

- ~~a. — At the beginning of a temporary cessation of scheduled hours of 180 days or less; and~~
- ~~b. — Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.~~

~~An employee of the district who has separated and is reemployed within 180 days, or experiences a temporary cessation of schedule hours may be eligible for OFLA in accordance with ORS 659A.156.~~

Any OFLA leave taken by the employee within any one-year period continues to count against the length of time of OFLA leave the employee is entitled. The amount of time that an employee is deemed to have worked for the district prior to a break in service due to a separation from employment or a temporary cessation of scheduled hours shall be restored to the employee when the employee is reemployed by the district within 180 days of separation from employment or when the employee returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

When an employee requests OFLA leave, or when the district acquires knowledge that an employee's leave may be for a purpose that constitutes OFLA leave, the district will notify the employee of the employee's eligibility to take OFLA leave within five business days, absent extenuating circumstances. Whether an employee is an "eligible employee" as defined in OAR 839-009-0210 is determined, a notice must be provided, at the commencement of the first instance of each purpose for leave listed in OAR 839-009-0240 during the OFLA leave year. If an employee is an "eligible employee" as defined in OAR 839-009-0210 for the purpose listed in OAR 839-009-0240, the employee's eligibility for that purpose does not change during the applicable 12-month period. In addition:

1. An employee taking, in any order, some or all of 12 weeks of OFLA pregnancy disability leave and some or all of 12 weeks of OFLA leave for any other purpose, need not requalify each time the employee takes OFLA leave within the same leave year;
- ~~2. — An employee who has taken 2 weeks of OFLA child placement leave need not requalify for up to an additional 12 weeks of leave within the same leave year when used for the purposes of OFLA sick child leave;~~
3. An employee unable to work because of a disabling compensable injury³ need not requalify under OAR 839-009-0210 in order to use OFLA leave following a period the employee is off work due to the compensable injury.

~~In determining if an employee has been employed for the preceding 180 calendar days under OFLA, the district must consider days, paid or unpaid, an employee is maintained on payroll.~~

Leave under the Oregon Military Family Leave Act (OMFLA) applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

~~In determining average workweek, under FMLA and OFLA, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.~~

³ As defined in ORS 656.005.

Qualifying Reason

Eligible employees may access FMLA leave entitlements for the following reasons:

1. Serious health condition of the employee or the employee's covered family member. "Serious health condition" means an illness, injury, impairment or physical or mental condition that involves inpatient care⁴ or continuing treatment by a health care provider⁵.
2. Parental leave⁶ (separate from eligible leave as a result of a child's serious health condition):
 - a. Bonding with and caring for the employee's newborn child (within 12 months following birth);
 - b. Bonding with and caring for a newly adopted child or newly placed child in foster care^{7} under the age of 18 (within 12 months of placement);
 - c. Caring for a newly adopted child or newly placed child in foster care 18 years of age or older who is incapable of self-care because of a mental or physical disability (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a child in foster care or the adoption of a child.
3. Military caregiver leave: leave for the care for **a covered servicemember if the eligible employee is the spouse, child or next-of-kin ~~who is a covered~~ of the** servicemember with a serious injury or illness;
4. Qualifying exigency leave: leave arising out of deployment to a foreign country of the employee's spouse, child or parent who is a military member on active duty or call to covered active duty status.

Eligible employees may access OFLA leave entitlements for the following reasons:

1. Pregnancy disability leave: leave taken by an employee for their own disability related to pregnancy, including pregnancy termination or childbirth, whether the disability occurs before, during or after the birth of the child or for prenatal care, including fertility or infertility treatment.
2. Sick child leave: leave taken to care for an employee's child **who is** suffering from an illness, injury, or condition that requires home care. **~~Under OFLA, sick child leave includes~~ or leave taken** to care

⁴ "Inpatient care" means an overnight stay in a hospital, hospice, or residential medical facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care. See 29 CFR § 825.114.

⁵ "Continuing treatment" includes incapacity and treatment, pregnancy or prenatal care, chronic conditions, permanent or long-term conditions, conditions requiring multiple treatments, and absences attributable to incapacity. See 29 CFR § 815.115.

⁶ Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

⁷ {ORS 659A.159 uses the term "foster child." Districts can choose to use either "foster child" or "child in foster care" throughout this administrative regulation.}

for an employee's child whose school or child care provider has been closed⁸ in conjunction with a statewide public health emergency declared by a public health official.⁹

3. Bereavement leave: leave taken to deal with the death of a covered family member and includes leave taken to attend the funeral or alternative to a funeral of the family member, to make arrangements necessitated by the death of the family member, or to grieve the death of the family member.¹⁰ [When such leave is used for a family member who is related by affinity, the district requires an attestation form signed and submitted by the employee.]

~~4. [Child placement leave: leave taken under OFLA before January 1, 2025, to effectuate the legal process required for placement of a foster child or the adoption of a child.]~~

~~5. [Leave previously protected by OFLA¹¹: 1) leave to which an eligible employee was entitled under ORS 659A.150—ORS 659A.186 on June 30, 2024; and 2) leave to which an eligible employee would not be entitled under ORS 659A.150—ORS 659A.186 on July 1, 2024 and may now be entitled leave under Paid Family Medical Leave (ORS 657B).]~~

Eligible employees may also access OMFLA ~~under OFLA~~ for the purpose of spending time with a spouse or domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.

Definitions

1. Family member:
 - a. For the purposes of FMLA, “family member” means:
 - (1) Spouse¹²;
 - (2) Parent¹³; ~~or~~

⁸ “Closure” (OAR 839-009-0210(5)) for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child's school or child care provider as defined in OAR 839-009-0210(4).

⁹ The district may request verification of the need for sick child leave under OFLA due to a closure during a statewide public health emergency. Verification may include:

1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable;
3. A statement from the employee that no other family member of the child is willing and able to care for the child; and
4. With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

¹⁰ Bereavement leave under OFLA must be completed within 60 days of the date the employee received notice of the death. The notice of the death of a family member may be by any means and from any source.

¹¹ OAR 839-009-0215. OFLA: Leave Previously Protected by OFLA.

¹² “Spouse” means individuals in a marriage, including “common law” marriage and same-sex marriage.

¹³ “Parent” means a biological, adoptive, step or foster parent, or any other individual who stood “in loco parentis” to the employee when the employee was a child as defined herein. This does not include parents “in law.”

- (3) Child¹⁴ ~~or~~
(4) ~~Persons who are “in loco parentis.”~~

b. For the purposes of OFLA, “family member” means an eligible employee’s:

- (1) Spouse or domestic partner;
- (2) Child or the child’s spouse or domestic partner;
- (3) Parent or the parent’s spouse or domestic partner;
- (4) Sibling or stepsibling, or the sibling’s or stepsibling’s spouse or domestic partner;
- (5) Grandparent or the grandparent’s spouse or domestic partner;
- (6) Grandchild or the grandchild’s spouse or domestic partner; or
- (7) Any individual related by blood or affinity whose close association with an eligible employee is the equivalent of a family relationship.¹⁵

2. Child:

- a. For the purposes of FMLA, “child” means the eligible employee’s biological or adopted child, a child the employee is fostering, a stepchild, a legal ward or a child of a person standing “in loco parentis”, who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental disability.
- b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, “child” means the employee’s child on covered active duty regardless of that child’s age.
- c. For the purposes of OFLA, “child” means the eligible employee’s biological or adopted child, a child the employee is fostering, a stepchild, the child of the employee’s spouse or domestic partner, or a child with whom the employee is or was in a relationship of “in loco parentis.”
- d. For the purposes of child placement leave and sick child leave only under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment **as described in ORS 659A.104.**

3. In loco parentis:

- a. For the purposes of FMLA, “in loco parentis” means persons with day-to-day responsibility to care for or financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.

¹⁴ “Child” means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability at the time that FMLA leave is to commence.

¹⁵ “Affinity” means a relationship for which there is a significant personal bond that, when examined under the totality of the circumstances, is like a family relationship. This bond may be demonstrated by, but is not limited to the following factors, with no single factor being determinative:

1. Shared personal financial responsibility, including shared leases, common ownership of real or personal property, joint liability for bills or beneficiary designations;
2. Emergency contact designation of the employee by the other individual in the relationship or the emergency contact designation of the other individual in the relationship by the employee;
3. The expectation to provide care because of the relationship or the prior provision of care;
4. Cohabitation and its duration and purpose;
5. Geographic proximity; and
6. Any other factor that demonstrates the existence of a family-like relationship.

- b. For the purposes of OFLA, “in loco parentis” means person in the place of ~~the~~ a parent, having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

For the purposes of FMLA , “next of kin” means the nearest blood relative other than the covered servicemember’s spouse, parent or child in the following order of priority (unless otherwise designated in writing by the servicemember):

- a. Blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions;
- b. Siblings;
- c. Grandparents;
- d. Siblings of parents and their spouses; and
- e. First cousins.

5. Covered servicemembers:

~~For the purposes of FMLA, “covered servicemember” means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness; or a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.~~

For the purposes of FMLA, “covered servicemember” means:

- a. A current member of the Armed Forces, including a member of the National Guard or Reserves, who:
 - (1) Is undergoing medical treatment, recuperation or therapy;
 - (2) Is otherwise in outpatient status; or
 - (3) Is otherwise on the temporary disability retired list for a serious injury or illness; or
- b. A covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

6. Covered veteran:

For the purposes of FMLA, “covered veteran” means an individual who was:

- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
- b. Discharged or released under conditions other than dishonorable; and
- c. Discharged within the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran.

7. Public health emergency:

For OFLA a “public health emergency” means;

- a. A public health emergency declared under ORS 433.441.

- b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

Leave Period

For the purposes of calculating an employee's leave period for FMLA, the district will use the calendar year the 12-month period measured forward from the date the employee's leave begins.

For the purposes of calculating an employee's leave period for OFLA, the district will use a period of 52 consecutive weeks beginning on the Sunday immediately preceding the date on which family leave commences.

~~The methods for calculating the leave period for FMLA or OFLA leave entitlement shall be used for all employees.~~

The leave period for the purposes of Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district's designated leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period (12-month period)¹⁶. Spouses who work for the district and are eligible for FMLA leave may be limited to a combined total of 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for:

1. Birth of a child or to care for a child after birth;
2. Placement of an adopted child or child in foster care, the care for an adopted child or child in foster care after placement; or
3. Care of the employee's parent with a serious medical condition.

Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of up to 12 weeks of OFLA leave, for sick child leave and bereavement leave, during the designated leave period. An eligible employee is entitled to a total of two weeks of bereavement leave upon the death of each family member of the employee within a leave year, except that the eligible employee may not take more than four weeks of bereavement leave within a leave year.

An employee may also be entitled to take a total of 12 weeks of OFLA pregnancy disability leave within the same leave year.

¹⁶ An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district's leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

Under OFLA, the employee may use all or part of the 12 weeks of sick child or bereavement leave and all or part of the 12 weeks of pregnancy disability leave in any order.

~~In addition to the 24 weeks of possible OFLA leave identified above, an eligible employee is entitled to a total of two weeks of child placement leave within an OFLA leave year until January 1, 2025. The adoption or foster placement of multiple children at one time entitles the employee to take only one two-week period of child placement leave.~~

Unlike FMLA, OFLA does not combine the leave entitlement when two or more family members work for the district. Under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.¹⁷

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the designated leave period.

Qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the designated leave period if for the same qualifying reason. Qualified leave under FMLA will run concurrently with other qualified leave covered under Paid Family and Medical Leave Insurance (PFMLI) and/or available sick leave under ORS 653.601 - 653.661 for eligible employees. Qualified leave under OFLA may also run concurrently with leave taken under the sick leave law in ORS 653.601 - 653.661 if for the same qualifying reason, but not concurrent with PFMLI.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12¹⁸. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 months worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek¹⁹. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Holidays which occur within the week taken as FMLA may be counted against FMLA entitlement.²⁰ However, for leave taken in increments of less than one week, holidays in which employees generally are not expected to report do not count against the employees FMLA leave entitlement.

Under OFLA, days in which the district is not in operation, are not counted toward intermittent or reduced work schedule OFLA leave.

¹⁷ Exceptions to the ability to require family members to take OFLA qualified leave at different times are when one employee needs to care for a child for a purpose described in ORS 659A.159 (1)(a) while another employee is taking pregnancy disability leave or, one or more of the employees is taking bereavement leave.

¹⁸ For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

¹⁹ For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

²⁰ See 29 CFR § 825.200(h).

Intermittent Leave

With the exception of parental leave under FMLA which must be taken in one continuous block of time, an eligible employee is permitted under FMLA or OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in separate periods of time (i.e., hours, days, weeks, etc.), rather than in one continuous period of time, and/or requiring an altered or reduced work schedule. For OFLA this includes but is not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When an exempt employee is eligible for both OFLA and FMLA leave, and the employee takes intermittent leave in blocks of less than one day, if done in accordance with 29 CFR § 825.206, the district may reduce the employee's salary for the part-day absence without the loss of the employee's exempt status in accordance with OAR 839-020-0004(32).

When ~~an exempt employee is eligible for~~ OFLA leave ~~is but not covered by~~ FMLA leave, and the employee takes intermittent leave in blocks of less than one day, the district will jeopardize the employee's exempt status if the district reduces the employee's salary for the part-day absence.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Alternate Work Assignment

Under FMLA, the district may transfer an employee taking intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment to an alternate position for which the employee is qualified and which better accommodates an employee's recovery from a serious health condition, a serious health condition of a spouse, parent, ~~son, or daughter~~ or child, or a serious injury of illness of a covered servicemember. However, the district may not transfer the employee to an alternative position in order to discourage the employee from taking leave or otherwise work a hardship on the employee.

Under FMLA, when an employee who is taking leave intermittently or on a reduced leave schedule and has been transferred to an alternative position no longer needs to continue on leave and is able to return to full-time work, the employee will be placed in the same or equivalent job as the job they left when the leave commenced. An employee may not be required to take more leave than necessary to address the circumstance that precipitated the need for leave.

Under OFLA, the district may transfer an employee on intermittent OFLA leave or reduced work schedule into an alternate position with the same or different duties to accommodate leave, provided:

1. The employee accepts the position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary to accommodate the leave and has equivalent pay and benefits;

3. The transfer is compliant with any applicable collective bargaining agreement, as well as with state and federal law;
4. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and
5. The transfer is not used to discourage the employee from taking leave or to create a hardship for the employee.

Under OFLA, an employee transferred to an alternate position for the purpose of a reduced work schedule must be returned to the employee's former position when the employee notifies the employer that the employee is ready to return to the former position at the end of the alternate duty leave.

The district may transfer an eligible employee to an alternate position that accommodates OFLA pregnancy disability leave provided:

1. The employee accepts the transfer position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreements, as well as with state and federal law;
4. The transfer is not used to discourage the employee from taking OFLA leave or to create a hardship for the employee.

Under OFLA, if an eligible employee is transferred to an alternative position and as a result the employee works fewer hours than the employee worked in the original position, the employee's OFLA leave time is determined by calculating the difference between the number of hours the employee worked in the original position and the number of hours the employee actually works in the alternative position.

An employee is not on OFLA leave if the employee has been transferred – as provided for in OAR 839-009-0245 (5) – to an alternate position for the purpose of alternate work duties that the employee is able to perform within the limitations of the employee's pregnancy disability, but not requiring a reduced workweek. An employee working in an alternate position retains the right to return to the employee's original position at any time during the employee's OFLA leave. This does not impair the right of an employee to a reasonable accommodation or the application of any other state or federal law.

Special Rules for School Employees

For the purposes of FMLA, "instructional employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual setting. Athletic coaches, driving instructors and special education assistants, such as ~~signers~~ ~~interpreters~~²⁴ for the hearing impaired, are included in this definition. This definition does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

²⁴ ~~29 CFR 825.600(e) uses "signers."~~

FMLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement. In any such situation, the eligible instructional employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible instructional employee's regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a covered servicemember or for the employee's own serious medical condition, the district may require the eligible instructional employee to choose either to:

- a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b. Temporarily transfer to an available alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee's regular position.

If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the district may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the district may require the employee to delay the taking of leave until the notice provision is met.

2. Limitation on Leave Near the End of the Term²²

When an eligible instructional employee requests leave near the end of the term, the district may require the following:

- a. When the qualified leave begins more than five weeks before the end of the term, the district may require the employee to continue taking leave until the end of the term if:
 - (1) The leave will last at least three weeks; and
 - (2) The employee would return to work during the three-week period before the end of the term.
- b. When the qualified leave begins during a five-week period before the end of the term and the purpose of such leave is parental leave, for the serious health condition of a family member or to care for a covered servicemember, the eligible instructional employee may be required by the district to remain on leave until the end of the term if:
 - (1) The leave will last more than two weeks; and

²² "Academic term" means the school semester, which typically ends near the end of the calendar year and the end of spring each school year. In no case may a school have more than two academic terms or semesters each year for purposes of FMLA. 29 CFR § 825.602(b)

- (2) The employee would return to work during the two-week period before the end of the term.
- c. When the qualified leave begins within three weeks of the end of the term and the purpose of such leave is parental leave, for the serious health condition of a family member or to care for a covered servicemember, the eligible instructional employee may be required to remain on leave until the end of the term if the length of the leave will last more than five working days.

If the district requires an eligible instructional employee to remain on leave until the end of the term as described above, additional leave required by the district until the end of the school term shall not count against the eligible instructional employee's leave entitlement.

For the purposes of OFLA leave, if an employee²³ begins a period of bereavement leave during the three-week period before the end of the term and the duration of the leave is greater than five working days, the district may require the employee continue on family leave until the end of the term.

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Paid Family and Medical Leave Insurance (PFMLI) leave taken via Paid Leave Oregon or an equivalent plan will run concurrently with FMLA and leave available under ORS 653.601 - 653.661 when taken for the same purpose. An employee may elect to use any available accrued paid leave including personal, sick or vacation leave during the leave period. The total combined amount received by using accrued leave and PFMLI may exceed the employee's full wage replacement during the period of leave.

Eligible employees taking OMFLA leave are entitled to use available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

When an eligible employee returns to work following a FMLA-, OFLA- or OMFLA-qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other district policy provide otherwise.²⁴ The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

For the purposes of FMLA and OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The

²³ Applies only to an employee who is employed principally in an instructional capacity by the district.

²⁴ See also ORS 342.934(4)(d) in reduction force situations.

eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of FMLA qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

Fitness-for-Duty Verification

For purposes of FMLA, prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. If the district is going to require a Fitness-for-Duty Certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA leave and that failure to provide the certification may result in a delay or denial of reinstatement. Any costs associated with obtaining the certification shall be borne by the employee.

Application

For purposes of FMLA, an eligible employee requesting FMLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district. ~~An eligible employee able to give advance notice of the need to take FMLA leave must follow the district's known, reasonable and customary procedures for requesting any kind of leave.~~

For purposes of OFLA, an eligible employee shall provide at least 30 days' written notice of the need for foreseeable leave before starting family leave. An employee may commence family leave without prior notice in the event of: an unexpected illness, injury or condition of a child of the employee that requires home care; the death of a family member; ~~the closure of the school or child care provider of the employee's child due to a public health emergency unless the declaration of the emergency was issued by the Governor at least 30 days before commencement of the leave;~~ or an illness, injury or condition related to the employee's own pregnancy or childbirth that disables the employee from performing any available job duties offered by the district. If an employee commences leave without prior notice as allowed above, the employee must give oral notice²⁵ to the employer within 24 hours of the commencement of the leave and must provide the written notice within three days after returning to work. Failure of an employee to provide the required notice for leave may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

The district may request additional information²⁶ to determine the requested leave qualifies as FMLA or OFLA leave ~~as provided by law~~. The district may designate the employee as provisionally on FMLA or

²⁵ Oral notice may be given by any other person on behalf of the employee taking the leave.

²⁶ ~~Except in cases to verify OFLA bereavement leave unless the district requires the use of an attestation form for purposes of determining affinity.~~ See OAR 839-009-0260 for OFLA and 29 CFR § 825.305 et. al. for FMLA.

OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take leave must follow the district's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case. In most situations, as soon as practicable will be within one business day of an employee becoming aware of the need. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.²⁷

For the purposes of OFLA, if an eligible employee is taking leave in an unforeseeable situation, an employee must give oral or written notice²⁸ within 24 hours before or after commencement of the leave. In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

For purposes of OMFLA, an employee must provide the district with notice of the intention to take leave within five business days of receiving official notice of an impending call or order to active duty or of a leave from deployment.

Verification

Under FMLA, the district may require an eligible employee to provide medical certification, when appropriate²⁹, to support the stated reason for such leave. In most cases, the district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. The employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required, unless not practicable. Any additional certifications, including second and third opinions, will be in accordance with applicable law.

Under OFLA, the district may require an eligible employee to provide medical verification, when appropriate³⁰, to support the stated reason for qualifying OFLA leave. The district will provide written notification to an employee of this requirement and state the consequences for failure to provide the requested medical verification. If the employee gives advance written notice of foreseeable leave, the district may require the employee to provide medical verification for OFLA leave before the leave starts. If the employee begins unforeseeable OFLA leave without prior notice, the employee is required to submit such medical verification within 15 calendar days after receipt of the district's request for medical verification. The employee may be subject to disciplinary action for not providing the requested medical verification.

For the purposes of OFLA qualified leave, costs associated with obtaining the medical verification shall be borne by the district, or be paid as otherwise allowed by law. The district will not delay the use of

²⁷ See 29 CFR § 825.304.

²⁸ Notice may be given by any other person on behalf of the employee taking the leave.

²⁹ Medical verification is not allowed in every situation. Review current laws and guidance for more information.

³⁰ Medical verification is not allowed in every situation. Review current laws and guidance for more information. (OAR 839-009-0260)

qualifying OFLA leave when medical verification is not received before the commencement of unforeseeable leave. The district may not require an employee to obtain a second opinion.

Under OFLA, the district may request verification for the need for leave to care for a child who requires home care due to the closure of the child's school or child care provider as a result of a public health emergency. A request for verification may include a request for:

1. The name of the child requiring home care;
2. The name of the school or child care provider that is subject to the closure;
3. A statement from the employee that no other family member of the child is willing and able to care for the child; and
4. A statement that special circumstances exist that require the employee to provide home care for the child during the day, if the child is older than 14 years of age.

Posted Notice

The district will post the Bureau of Labor and Industries Family Leave notice in each building or worksite in an area that is accessible to and regularly frequented by employees.³¹ The district will also post a notice explaining the provisions of FMLA and providing information concerning the procedures for filing complaints.³²

Record Keeping

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

Federal vs. State Law

Both federal and state law contain provisions for family and medical leave. Federal regulations state an employer must comply with all leave laws; that the federal law does not supersede any provision of state law that provides greater family or medical leave rights than those established pursuant to federal law; and if leave qualifies for FMLA and OFLA leave, the leave used counts against the employee's entitlement under both laws. State law requires that FMLA and ~~OFLA or other~~ state leave entitlements run concurrently when for the same purpose.

³¹ https://www.oregon.gov/boli/employers/Documents/BOLI_Printable_FamilyMedLv.pdf; electronic posting is not sufficient to satisfy this requirement, but may be used to supplement the physical posting.

³² <https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/fmlaen.pdf>; electronic posting is sufficient as long as it is posted prominently where it can be readily seen by employees and applicants for employees. The poster and the text must be large enough to be easily read and contain fully legible text.

CODE	TITLE
SECOND READING	HIGHLY RECOMMENDED
AC	Nondiscrimination and Civil Rights
SECOND READING	OPTIONAL
BDD	Board Meeting Procedures - <i>Delete and Adopt New Version</i>
CEA	Educational Equity Advisory Committee

Lebanon Community Schools

Code: AC
Adopted: 4/10/25
Orig. Code: AC

Nondiscrimination and Civil Rights

The district does not discriminate on any basis listed below and prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, in employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the District's administrative office and available on the home page of the District's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The ~~director of communications~~ Superintendent, or designee, is the district's civil rights coordinator.

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination² required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. Satisfy the training requirements in OAR 581-021-0660 (2)-(3).
 - a. Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):
 - (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
 - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American's with Disabilities Act of 1990, those statutes'

² The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

- implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;
- (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;
 - (4) Identifying discrimination and reports of discrimination;
 - (5) Responding to reports of discrimination;
 - (6) Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;
 - (7) Preventing discrimination in public school programs and activities;
 - (8) Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;
 - (9) Tracking and documenting reports of discrimination.
- b. In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:
- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
 - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American's with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;
 - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;
 - (4) Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.³

END OF POLICY

³ Training must first be completed by June 30, 2025.

Legal Reference(s):

<u>ORS 174.100</u>	<u>ORS 659A.006</u>	<u>OAR 581-021-0045</u>
<u>ORS 192.630</u>	<u>ORS 659A.009</u>	<u>OAR 581-021-0046</u>
<u>ORS 326.051(1)(e)</u>	<u>ORS 659A.029</u>	<u>OAR 581-021-0047</u>
<u>ORS 408.505</u>	<u>ORS 659A.030</u>	<u>OAR 581-021-0650-0665</u>
<u>ORS 408.230</u>	<u>ORS 659A.040</u>	<u>OAR 581-022-2310</u>
<u>ORS 659.805</u>	<u>ORS 659A.103 - 659A.145</u>	<u>OAR 581-022-2370</u>
<u>ORS 659.815</u>	<u>ORS 659A.230 - 659A.233</u>	<u>OAR 581-075-0001-075-0005</u>
<u>ORS 659.850 - 659.860</u>	<u>ORS 659A.236</u>	<u>OAR 581-075-0901</u>
<u>ORS 659.865</u>	<u>ORS 659A.309</u>	<u>OAR 839-003</u>
<u>ORS 659A.001</u>	<u>ORS 659A.321</u>	
<u>ORS 659A.003</u>	<u>ORS 659A.409</u>	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701. 1703-1705, 1720 (2018);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Cross Reference(s):

ACA - Americans with Disabilities Act

ACB - Every Student Belongs

JBB - Educational Equity

GBA - Equal Employment Opportunity

GBEA - Workplace Harassment

JB - Equal Educational Opportunity

KL - Public Complaints

Lebanon Community Schools

Code: BDD
Adopted: 2/04/10
Orig. Code: BDD

Board Meeting Procedures

Quorum

A quorum will consist of the majority of the Board members. (Three of the Board's five members must be present to constitute a quorum.)

Vote Needed for Exercise of Powers

The affirmative vote of a majority of Board members will be necessary for exercising any of the Board's powers.

Board Member Voting

Each member's vote on all motions will be recorded in the minutes.

Abstaining from Vote

If a Board member chooses to abstain from voting, such abstention will be recorded.

Parliamentary Procedure

Official Board business will be transacted by motion or resolution at duly called regular or special meetings.

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in Robert's Rules of Order Newly Revised, "Procedure in Small Boards" as modified by the Board will govern the Board in its deliberation. Modifications will include the following: Motions will all be seconded prior to consideration for discussion by the Board and motions to close or limit debate will be acceptable.

The chair will decide all questions relative to points of order, subject to an appeal to the Board.

END OF POLICY

Legal Reference(s):

[ORS 192.650](#)
[ORS 244.120\(2\)](#)
38 OR. ATTY. GEN. OP. 1995 (1978)
41 OR. ATTY. GEN. OP. 28 (1980)

[ORS 332.045](#)
[ORS 332.055](#)

[ORS 332.057](#)
[ORS 332.107](#)

OSBA Model Sample Policy

Code:
Adopted:

BDD

Board Meeting Procedures

1. Quorum

~~A quorum of the Board is [three¹] Board members.~~

A quorum will consist of the majority of the Board members. (Three of the Board's five members must be present to constitute a quorum.)

2. Vote Needed for Exercise of Powers

~~The affirmative vote of [three²] Board members will be necessary for exercising any of the Board's powers.~~

The affirmative vote of a majority of Board members will be necessary for exercising any of the Board's powers. All votes of the Board shall be taken by public vote, except when authorized in executive session under Oregon Revised Statute (ORS) 332.061.

3. Board Member Voting

The results of all votes shall be recorded, including the vote of each member's vote by name, on all votes taken by the Board. A written ballot, if used, shall identify the individual Board member by name and their vote, and shall be announced during the meeting at which the vote occurred. Secret ballots are prohibited.

4. Abstaining from Vote

Any conflicts of interest will be handled in accordance with ORS 244.120 and Board policy BBFA – Board Member Ethics and Conflicts of Interest. Board member abstentions will be documented in the meeting minutes or recording.

5. Parliamentary Procedure

Official Board business will be transacted by motion or resolution at properly noticed³ meetings.

¹ {ORS 332.055 establishes the quorum as a majority. If the Board has five members, three constitute a quorum. If the Board has seven members, four constitute a quorum. If the Board has nine members, five constitute a quorum.}

² {ORS 332.055 provides “the affirmative vote of the majority of members of the board is required to transact any business.” If the Board has five members, three votes are required. If the Board has seven members, four votes. If the Board has nine members, five votes.}

³ See ORS 192.640, OAR 199-050-0040 and Board policy BD/BDA—Board Meetings for notice requirements. {In the June 2026 policy update, OSBA will be recommending policy BD/BDA be recoded and renamed: BD—Board Meetings, Notices and Communications.}

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in *Robert's Rules of Order Newly Revised*, "Procedure in Small Boards"⁴ as modified by the Board will govern the Board in its deliberation. Modifications include the following: Motions will all be seconded prior to consideration for discussion by the Board and motions to close or limit debate will be acceptable.

The Board chair will decide all questions relative to points of order, subject to an appeal to the Board.

Failure to follow *Robert's Rules of Order* will not invalidate a lawful Board decision.

END OF POLICY

Legal Reference(s):

[ORS 192.650](#)

[ORS 244.120\(2\)](#)

[ORS 332.045](#)

[ORS 332.055](#)

[ORS 332.057](#)

[ORS 332.107](#)

[OAR 199-050-0005 \(9\)](#)

[OAR 199-050-0055](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

41 OR. ATTY. GEN. OP. 28 (1980)

⁴ See *Robert's Rules of Order*, 12th Edition, § 49:21.

Lebanon Community Schools

Code: CEA
Adopted: 12/04/25

Educational Equity Advisory Committee

The duties of the district's educational equity advisory committee shall include:

1. Advising the superintendent about the educational equity impacts of policy decisions; and
2. Informing the superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the superintendent on how best to handle that situation.

The superintendent may act within the superintendent's authority on any recommendations of the educational equity advisory committee without approval from the Board. The superintendent does not have the authority to adopt or amend policy.

The educational equity advisory committee ~~may~~ will prepare an annual report that:

1. Contains the following information:
 - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
 - b. Recommendations the committee made to the superintendent, and the actions that were taken in response to those recommendation; and
 - c. Any other information required by the State Board of Education.
2. Is shared with the Board:
 - a. By the superintendent; and
 - b. If requested by the Board, by the committee as a presentation by the committee at a Board meeting.
3. Is made available by being:
 - a. Distributed to the parents of district students;
 - b. Posted on the district's website; and
 - c. Sent to the State Board of Education.

The educational equity advisory committee shall be selected and appointed by the superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the superintendent:

1. Shall solicit names of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;

3. May not exclude or deny members based on language, immigration status or protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
4. May not appoint a voting member of the Board or the superintendent to the educational equity advisory committee; and
5. Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.
6. The district will provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not limited to access to district-managed emails, translation and interpretation services, and relevant trainings.

A member of the educational equity advisory committee will also serve on the school district budget committee.¹

END OF POLICY

Legal Reference(s):

[ORS 328.542](#)
[ORS 329.711](#)
[OAR 581-022-2307](#)

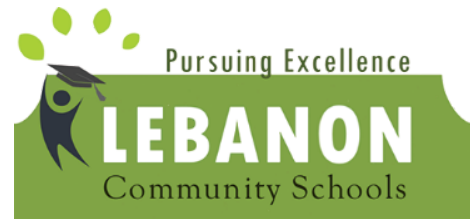
[ORS 332.107](#)
[OAR 199-050-0010](#)

~~House Bill 2453 (2025)~~
~~House Bill 4066 (2026)~~

¹ ~~The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-board member vacancy on the budget committee.~~ The district is not required to include a member of the educational equity advisory committee on the budget committee if no member of the committee is willing or able to serve on the budget committee.

NAME	POSITION	FTE	START DATE	END DATE
NEW HIRES 2026-27				
Brook Brown	4th Grade Teacher - Green Acres School	1.0	8/31/2026	
Emily Carlile	Small Group Intervention Teacher - Pioneer School	1.0	8/31/2026	
Samantha Cook	1st Grade Teacher - Green Acres School	1.0	8/31/2026	
Kalynn Dees	Special Education Teacher - Riverview School	1.0	8/31/2026	
Jasmine Gonzalez	Small Group Intervention Teacher - Green Acres School	1.0	8/31/2026	
Richelle Gray	2nd Gr Teacher - Riverview School	1.0	8/31/2026	
Lynn Heyler	CTE-Architecture/Drafting/Engineering Teacher - Lebanon High School	1.0	8/31/2026	
Taylor Johnston	Title I Reading Teacher - Riverview School	.50	8/31/2026	
Jolene Kepler	Preschool Teacher - Green Acres School	1.0	8/31/2026	
Breanna Lindsey	4th Grade Teacher - Riverview School	1.0	8/31/2026	
Joseph Luco	Health & Physical Education Teacher - Seven Oak Middle School	1.0	8/31/2026	
Nathan McDonough	2nd Grade Teacher - Riverview School	1.0	8/31/2026	
Eva Miller	Counselor - Seven Oak Middle School	1.0	8/31/2026	
Erin Monteith	English Language Arts Teacher - Ralston Academy	1.0	8/31/2026	
Alexis Tucker	Athletic Trainer - Lebanon High School	1.0	8/17/26	
Mary Tuomi	Special Education Teacher - Lebanon High School	1.0	8/31/2026	
Kyla Wheeler	1st Grade Teacher - Pioneer School	1.0	8/31/2026	
Brian Wiseman	Mathematics Teacher - Seven Oak Middle School	1.0	8/31/2026	

BOARD MEMORANDUM



To: The Honorable Chair and Members
Lebanon Community School District Board of Directors

From: Jennifer Meckley, Superintendent

Date: July 2, 2026 **Meeting Date:** July 9, 2026

Re: Operations Report

Operations departments continue to make progress on several key initiatives supporting students, families, and district operations.

Nutrition Services

The Summer Lunch Program is off to a strong start, with more than **14,000 meals** served to students and families at Riverview, Cascades, and Pioneer. We appreciate the dedication of our Nutrition Services staff in ensuring students have continued access to healthy meals throughout the summer.

Transportation

The Transportation Department is implementing new routing software that will improve the efficiency and accuracy of bus routes for the upcoming school year. To support this work, families will be encouraged to register for transportation as early as possible so routes can be developed using the most accurate ridership information. District messaging will be shared with families in the coming weeks.

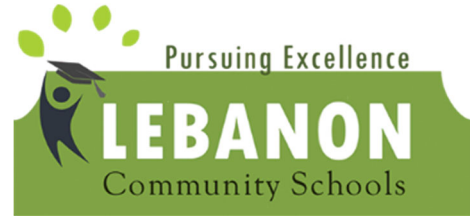
Technology

The Technology Department is upgrading the district's phone system by transitioning to Net2Phone. This change will provide a more reliable, feature-rich communication system while also resulting in cost savings for the district.

Facilities

The Facilities Department continues to make progress on several summer improvement projects. Work is underway to complete the new covered play area at Green Acres Preschool, enhance the press box at Heath Stadium, and further improve the district warehouse and maintenance facility to create a more efficient and organized workspace that better supports district operations. In addition, summer cleaning is underway in all school buildings as custodial staff prepare classrooms and facilities for the start of the 2026–27 school year.

BOARD MEMORANDUM



To: The Honorable Chair and Members
Lebanon Community School District Board of Directors

From: Steven Prososki, Director of Financial Services

Date: July 02, 2026 **Meeting Date:** July 09, 2026

Re: Financial Report and Fiscal Updates

Financial Report

The 2025-2026 Financial Board Report included in this packet reflects all General Fund revenues and expenditures for 2024-2025, the budgeted YTD expenditures, and encumbered amounts for 2025-2026 as of 06/30/2026.

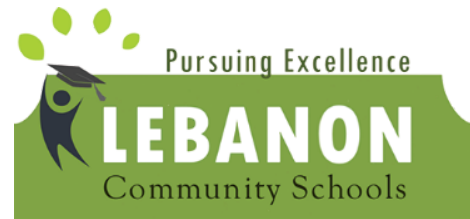
General Fund: Statement of Revenues Budget Vs. Actual For the Fiscal Year 2025-26

Source	2025-26 Budget	Actual YTD Rev. 6/30/2026	Projected through 6/30/2026	Total Estimated 2025-26	(Over)/Under Budget	2024-25 Budget	Actual YTD Rev. 6/30/2025
SSF Funding							
1111 Current Year Property Taxes	13,349,416	13,042,948	111,375	13,154,323	195,093	12,956,010	12,909,584
1112 Prior Year Property Taxes	201,478	194,180	16,004	210,184	(8,706)	240,000	182,760
1190 Penalties & Interest on Taxes	1,000	1,360	0	1,360	(360)	1,000	42,870
3101 State School Funds	38,732,367	38,429,000	-	38,429,000	303,367	37,367,780	36,834,753
3103 Common School Fund	500,000	279,045	279,045	558,091	(58,091)	500,000	557,895
3104 State Managed County Timber	150,000	53,399	63,063	116,462	33,538	150,000	109,299
Total SSF Funding	52,934,261	51,999,932	406,424	52,352,957	431,304	51,214,790	50,637,160
Total SSF Revenue	\$ 52,934,261	\$ 51,999,932	\$ 406,424	\$ 52,352,957	\$ 431,304	\$ 51,214,790	50,637,160
Non State School Support Formula Sources							
Local Sources							
1312 Tuition From Other Districts Within the State	-	34,485	-	34,485	(34,485)	-	20,000
1411 Transportation Fees	10,000	11,848	-	11,848	(1,848)	10,000	5,678
1510 Earnings on Investments	800,000	1,088,191	250,059	1,338,250	(538,250)	675,000	1,264,177
1530 Gain or Loss on Sale of Investment (FMV)	-	-	-	-	-	-	-
1910 Facility Use Rentals	1,000	4,352	-	4,352	(3,352)	1,000	2,275
1960 Recovery of Prior Years' Expenditure	-	3,686	-	3,686	(3,686)	-	-
1980 Fees Charged to Grants	325,000	27,902	305,499	333,401	(8,401)	325,000	374,500
1990 Miscellaneous Local Revenue	50,000	141,069	-	141,069	(91,069)	230,000	72,525
1991 Student Transportation - Reimbursed	100,000	157,292	-	157,292	(57,292)	100,000	105,755
1995 MAC Study	500,000	670,073	271,623	941,696	(441,696)	-	1,060,333
Total Non Formula Local Sources	1,786,000	2,138,898	827,181	2,931,595	(1,145,595)	1,341,000	2,905,243
Intermediate Sources							
2101 - County School Funds	20,000	37,302	-	37,302	(17,302)	20,000	36,720
2210 - TMR Reimbursement	175,000	179,865	-	179,865	(4,865)	200,000	189,730
Total Intermediate Sources	195,000	217,167	-	217,167	(22,167)	220,000	226,450
State/Federal Sources							
3199 Other Unrestricted Grants-In-Aid	275,000	205,127	-	205,127	69,873	275,000	189,089
4202 Medicaid Reimbursement	-	149,068	-	149,068			105,127
4300 Restricted Federal Rev	70,000	55,471	7,500	62,971	7,029	70,000	85,440
4801 Federal Forest	130,000	621,141	-	621,141	(491,141)	130,000	33,717
Total State/Federal Sources	475,000	1,030,808	7,500	1,038,308	(414,240)	475,000	413,373
Other Sources							
5300 Sale/Loss of Fixed Assets	2,000	69,253	-	69,253	(67,253)	2,000	-
5400 Beginning Fund Balance	8,500,000	9,824,631	-	9,824,631	(1,324,631)	7,000,000	9,287,166
Total Other Sources	8,502,000	9,893,884	-	9,893,884	(1,391,884)	7,002,000	9,287,166
Total Non SSF Revenue	\$ 10,958,000	\$ 13,280,757	\$ 834,681	\$ 14,080,953	\$ (2,973,886)	\$ 9,038,000	\$ 12,832,231
Total Resources	\$ 63,892,261	\$ 65,280,689	\$ 1,241,106	\$ 66,433,911	\$ (2,542,582)	\$ 60,252,790	\$ 63,469,391
Less Estimated Requirements				\$ 58,571,830			
Estimated Ending Fund Balance				\$ 7,862,081			

	2025-26 Budget	Actual YTD EXP 6/30/2026	Projected through 6/30/2026	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	2024-25 Budget	Actual YTD Exp. 6/30/2025
Instruction								
1111 Elementary, K-5 or K-6	10,310,076	10,001,256	987	10,002,243	307,833	97.01%	10,586,787	9,561,671
1113 Elementary Extracurricular	5,616	52,733	-	52,733	(47,117)	938.98%	5,616	42,365
1121 Middle/Junior High Programs	4,597,566	4,560,077	-	4,560,077	37,489	99.18%	4,170,438	4,169,990
1122 Middle/Junior High School Extracurricular	39,022	48,802	-	48,802	(9,780)	125.06%	39,021	55,510
1131 High School Programs	6,038,293	5,924,810	549	5,925,359	112,934	98.13%	6,072,856	5,889,729
1132 High School Extracurricular	86,068	103,982	-	103,982	(17,914)	120.81%	86,066	113,451
1140 Pre Kindergarten Programs	0	8,728	-	8,728	(8,728)	500.00%	236,870	70
1210 Programs for the Talented and Gifted	61,705	55,090	-	55,090	6,615	89.28%	94,195	28,545
1220 Restrictive Pgms for Students w/Disabilities	3,247,824	3,251,956	-	3,251,956	(4,132)	100.13%	3,144,309	2,842,738
1250 Programs for Students w/Severe Disabilities	4,211,573	4,231,404	13,144	4,244,548	(32,975)	100.78%	3,735,302	3,793,628
1272 GF Title I Support	143,968	159,477	-	159,477	(15,509)	110.77%	45,337	102,481
1280 Alternative Education	1,481,326	1,198,421	-	1,198,421	282,905	80.90%	906,261	810,270
1281 Alternative Education	0	-	-	-	0	0.00%	10,000	-
1288 Charter School - Sand Ridge	3,608,458	3,656,696	-	3,656,696	(48,238)	101.34%	2,900,000	3,229,842
1288 Charter School - Evergreen	-	431,675	-	431,675	(431,675)	500.00%	-	-
1291 English Second Language Programs	466,190	472,927	-	472,927	(6,737)	101.45%	495,964	421,233
1300 Adult/Continuing Education Programs	0	-	-	-	0	0.00%	26,317	-
1400 Summer School Programs	24,460	60,871	-	60,871	(36,411)	248.86%	26,191	18,455
Total Instruction	\$ 34,322,145	\$ 34,218,903	\$ 14,680	\$ 34,233,583	\$ 88,562		\$ 32,581,530	\$ 31,079,980

	2025-26 Budget	Actual YTD EXP 6/30/2026	Projected through 6/30/2026	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	2024-25 Budget	Actual YTD Exp. 6/30/2025
Support Services								
2110 Attendance and Social Work Services	270,969	278,276	-	278,276	(7,307)	102.70%	227,581	111,417
2114 Student Accounting Services	281,217	282,618	-	282,618	(1,401)		269,325	268,103
2115 Student Safety	518,602	410,624	-	410,624	107,978	79.18%	527,042	310,410
2120 Guidance Services	1,501,591	1,503,438	-	1,503,438	(1,847)	100.12%	1,280,507	1,208,154
2130 Health Services	547,223	522,201	42	522,243	24,980	95.44%	343,129	475,161
2135 Health	132,020	133,248	-	133,248	(1,228)	100.93%	126,242	131,786
2140 Psychological Services	250	-	-	-	250	0.00%	250	-
2150 Speech Pathology and Audiology Services	492,611	406,320	-	406,320	86,291	82.48%	683,130	412,137
2190 Service Directions, Student Support Svcs	553,622	494,266	-	494,266	59,356	89.28%	476,332	475,317
2210 Improvement of Instruction Services	448,164	276,184	-	276,184	171,980	61.63%	513,007	318,858
2220 Library/Media Center	507,531	502,364	-	502,364	5,167	98.98%	475,366	463,707
2230 Assessment and Testing	55,000	27,637	-	27,637	27,363	50.25%	65,000	7,228
2240 Staff Development	93,915	79,931	-	79,931	13,984	85.11%	101,469	69,244
2310 Board of Education	151,070	103,291	-	103,291	47,779	68.37%	133,000	120,354
2321 Office of the Superintendent Services	842,693	852,117	-	852,117	(9,424)	101.12%	790,144	785,753
2410 Office of the Principal Services	4,251,489	4,205,554	803	4,206,357	45,132	98.94%	3,970,133	3,934,551
2520 Fiscal Services	952,118	925,485	3,873	929,357	22,761	97.61%	967,643	930,793
2540 Insurance & Judgements	688,174	667,769	-	667,769	20,405	97.03%	440,000	489,486
2542 Care and Upkeep of Buildings Services	3,271,363	3,183,761	35,856	3,219,617	51,746	98.42%	3,182,957	3,110,449
2543 Care and Upkeep of Grounds Services	183,068	264,874	809	265,683	(82,615)	145.13%	176,043	211,147
2544 Maintenance	1,980,223	2,104,080	32,188	2,136,268	(156,045)	107.88%	1,472,909	1,938,602
2548 Land Lab	8,499	4,439	-	4,439	4,060	52.23%	61,931	7,878
2550 Student Transportation Services	2,742,366	2,878,969	22,145	2,901,114	(158,748)	105.79%	2,204,733	2,566,022
2573 Warehousing and Distributing Services	28,550	28,552	-	28,552	(2)	100.01%	27,130	27,955
2630 Information Services	241,805	249,667	-	249,667	(7,862)	103.25%	238,991	235,089
2640 Staff Services	775,424	833,739	-	833,739	(58,315)	107.52%	730,995	792,024
2660 Technology Services	893,861	869,031	531	869,561	24,300	97.28%	899,550	869,856
2680 Interpretation & Translation Services	6,316	2,306	1,868	4,174	2,142	66.09%	6,316	4,174
2700 Supplemental Retirement	500	-	44	44	456	8.74%	500	44
Total Support Services	\$ 22,420,234	\$ 22,090,739	\$ 98,159	\$ 22,188,898	\$ 231,336		\$ 20,391,355	\$ 20,275,697
		-				-		
Community Services								
3100 Food Services	40,691	2,617	-	2,617		6.43%	16,727	8,901
3300 Community Services	-	359	-	359		0.00%	0	182
Total Community Services	\$ 40,691	\$ 2,976	\$ -	\$ 2,976	\$ -	\$ 0	\$ 16,727	\$ 9,083
Other Requirements								
5200 Transfers of Funds	2,179,000	2,149,349	-	2,149,349	29,651	98.64%	2,280,000	2,280,000
6110 Contingency	930,191	-	-	-	930,191	100.00%	1,983,178	-
7000 Unappropriated Ending Fund Balance	4,000,000	-	-	-	4,000,000	100.00%	3,000,000	-
Total Other Requirements	\$ 7,109,191	\$ 2,149,349	\$ -	\$ 2,149,349	\$ 4,959,842		\$ 7,263,178	\$ 2,280,000
Total Requirements	\$ 63,892,261	\$ 58,461,968	\$ 112,839	\$ 58,571,830	\$ 5,279,740		\$ 60,252,790	\$ 53,644,760

BOARD MEMORANDUM



To: The Honorable Chair and Members
Lebanon Community School District Board of Directors

From: Jennifer Meckley, Superintendent

Date: July 2, 2026 **Meeting Date:** July 9, 2026

Re: Communications Position Evolution

- **March 2021:** Added a **0.5 FTE Communications** position to support the increased communication demands created by the COVID-19 pandemic.
- The remaining **0.5 FTE** served as administrative support for the district's online school.
- Following the conclusion of the online school, the position evolved to meet changing district needs and assumed responsibilities including:
 - District and community communications
 - Webpage
 - Parent Square
 - Public Relations/Media
 - Civil rights coordination
 - Safety and emergency communications
 - Bond and facilities communications
 - Community engagement
 - Special projects and district initiatives (i.e. T Mobile Competition, Educator Apple Awards)

As part of the district's budget reduction plan, the dedicated Communications position was eliminated. Rather than assigning the responsibilities to a single individual, the work will be distributed among existing staff members whose current roles and expertise align with these responsibilities. This approach allows us to continue supporting these important functions while adapting to our current financial realities.

Key responsibilities will continue as follows:

- **District social media:** Jennifer Meckley, Alisha Port, and Jessica Woody
- **School social media:** Individual schools and building administrators
- **District website:** Alisha Port and Meagan Coleman, with content support from individual departments and schools
- **ParentSquare (district-level communications):** Jessica Woody and Alisha Port

- **Safety communications and emergency preparedness:** Craig Swanson (lead), Jessica Woody, Jessica McDowell, and Wendy Eilers
- **Civil Rights coordination:** Craig Swanson
- **Bond and facilities communications:** Jennifer Meckley
- **Community engagement, special projects, and district initiatives:** Shared among district leadership as appropriate
- **Lebanon Link (weekly staff newsletter):** Currently undecided. I'm gathering feedback from staff and looking at readership data to determine if weekly is necessary.

While this represents a change in how the work is organized, it does not represent a change in our commitment to effective communication. I am confident that, through this collaborative approach, we will continue to provide transparent, timely, and meaningful communication to our staff, students, families, and community while maintaining the high level of service our stakeholders have come to expect.